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COLLEGE OF FINE AND APPLIED ARTS

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Architecture, Art, City Planning and Landscape Architecture, Music

UNIVERSITY OF ILLINOIS | **COLLEGE OF FINE AND APPLIED ARTS**

published by the University of Illinois 1960

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THE COLLEGE OF FINE AND APPLIED ARTS

The College of Fine and Applied Arts offers professional curricula in the Departments of Architecture, Art, City Planning and Landscape Architecture, and in the School of Music. In addition, the College contains the Bureau of Community Planning, the Small Homes Council–Building Research Council, both of which are devoted to research and extension, the University Bands, and the Krannert Art Museum. A staff of over 260 is devoted to this teaching and research.

In this publication are the requirements and resources of the College and the outlines for the specific curricula. More specific details, including course descriptions, are contained in the University of Illinois Undergraduate Study bulletin.

Additional information may be obtained by writing directly to the College.

BUILDINGS AND LIBRARIES

The College is well equipped. The School of Music is housed in Tina Weedon Smith Memorial Hall and five annex buildings. Smith Memorial Hall contains a recital hall seating 938, sound-proof air-conditioned practice studios, classrooms, offices, and library. There is complete instrumental and recording equipment, including harpsichords, appropriate instruments for the Collegium Musicum, and television-radio broadcast facilities. The Architecture Building, with its galleries, studios, library, offices, and drafting rooms, houses the Department of Architecture and offers an excellent physical environment. The new Fine and Applied Arts Building provides studio and drawing room space for the Department of Art. Additional classes in Art are taught in Civil Engineering Hall, David Kinley Hall, the Surveying Building, the Sixth Street Building, and the Architecture Building. Graduate painting and printmaking are taught in the Graduate Studio on Lincoln Avenue, Urbana. The Department of City Planning and Landscape Architecture is housed in Mumford Hall and 1203 West California Avenue, and the Bureau of Community Planning is located at 1202 West California Avenue, Urbana. The University Bands occupy the new and well-equipped Bands Building. The Small Homes Council–Building Research Council is located in Mumford

House and in additional research and laboratory space. The new Krannert Art Museum provides ideal space for display of the permanent collection of the University and for the changing exhibition program.

Students in the College have at their disposal outstanding library resources. In addition to the General Library, one of this country's great University collections, there are specialized libraries serving the needs of specific fields. The Ricker Library of Architecture and Art contains 24,000 books (with at least as many more in the same fields in the General Library), 35,000 slides, 29,000 photographs, and 12,000 clippings. The City Planning and Landscape Architecture Library contains approximately 14,000 books, 7,000 pamphlets, and 7,000 slides. The Music Library comprises approximately 139,000 pieces of music, 9,000 books, and 800 disks. The library of the University Bands includes approximately 7,500 scores.

ART COLLECTIONS

The University art collections are housed in the Krannert Art Museum which was completed in 1960. The collections consist of works purchased annually from the Festival of Contemporary Arts exhibitions and other exhibitions, and gifts from various private sources. Among the most notable of these are the Collection of Old Masters presented by Mr. and Mrs. Merle J. Trees and the Collection of Far Eastern Art presented by Mr. and Mrs. Spencer Ewing. Over seventy-five works by notable contemporary American artists have been obtained from the Festival exhibitions. There are also growing collections of prints, original drawings, and ceramics selected for their intrinsic interest and their teaching value.

The activities of the College are prominently featured in the Festival of Contemporary Arts held biennially in March. Exhibitions, concerts, lectures, demonstrations, and conferences within the areas of art, architecture, city planning and landscape architecture, and music have been important features of the Festivals. Many outstanding professional workers in these fields have been brought to the University for the events.

A continuous exhibition program is followed, with annual student and faculty shows, as well as outstanding special exhibitions.

The program of studies is enriched by visits and lectures by distinguished people in the various fields of the fine arts. These visits are sponsored by student organizations, the College, University organizations, and the Lorado Taft Lectureship in Art.

CONCERTS AND ACTIVITIES

There are many opportunities for artistic expression outside the regular curricula. The School of Music organizations, including the University Symphony Orchestra, the University Choral Groups (Oratorio Society, University Chorus, Women's Glee Club, Men's Glee Club, University Choir, Madrigal Singers, and Chamber Choir), the Opera Group, the Wind Ensemble, the Collegium Musicum, and the Percussion Ensemble, are open to qualified students from any college of the University. All the organizations hold weekly rehearsals and give public performances.

Artist faculty members of the School of Music and faculty ensembles, including the Walden Quartet of the University of Illinois, the Woodwind Quintet, the Baroque Players, and the University Trio, present concerts throughout the school year. Faculty and student soloists and ensembles appear in concerts, demonstrations, and clinics throughout Illinois and the country, and are active in their respective national professional organizations.

The national music fraternities, Pi Kappa Lambda, Phi Mu Alpha-Sinfonia, Sigma Alpha Iota, and Mu Phi Epsilon, maintain chapters on the campus.

The University Bands are organized into the Concert Band, the First Regimental Band, and the Second Regimental Band. The Football Band is made up of men students from these three concert groups. The Bands are open to students from any college. Membership is determined by audition, and assignments are made according to proficiency and instrumentation. Credit in Bands is given as a substitute for credit in military courses required of freshmen and sophomores.

The Bands play numerous concerts on the campus, with the Concert Band presenting a weekly transcribed program over WILL, the radio station of the University. The Concert Band also appears in many

Illinois and other midwestern cities. In addition, the Bands furnish music for commencement, convocations, various athletic events in addition to football, and other occasions.

Students of art, architecture, and landscape architecture and city planning participate in the national professional competitions to which students of this College are eligible. The principal student organizations are: Art — Illustrators, Industrial Design Students Association; City Planning and Landscape Architecture — Foresite Club; Architecture — Alpha Rho Chi, Scarab, Gargoyle (honorary), Alpha Alpha Gamma, and the Student Chapter of the American Institute of Architects. Some of these organizations, such as Alpha Rho Chi and Scarab, are open to students in more than one subject area, and students of high scholarship in the engineering option of the curriculum in architecture are eligible for membership in Tau Beta Phi and Sigma Tau. All students in the College are eligible for University Honors and for election to Phi Kappa Phi.

Representative student work is included in a series of exhibits which circulate among the high schools of Illinois, and an annual exhibition of student work is displayed from June to September. Student work is also exhibited on occasion in the Illini Union, and the art students are frequently represented in regional and national art exhibitions.

There is also opportunity for students in the College to participate in the designing and making of stage settings and costumes for campus theatrical productions, to contribute to the graphic expression of various campus publications, and to use their artistic ability in other student activities.

ADMISSION

Students are admitted by certificate from accredited secondary schools. Fifteen units of acceptable high school work are required as listed below. (A unit course of study in the secondary school is a course extending through the school year and requiring not less than the equivalent of 120 sixty-minute hours of classroom work.)

(A) Two majors and one minor selected from the following fields: English, foreign language, mathematics, science, social studies. (See

paragraph D below.) One major must be English. (A major consists of three unit courses in one field, and a minor consists of two unit courses in one field. A major in social studies must include two units of history, and a minor must include one.)

(B) A total of at least nine units from the fields named in paragraph A.

(C) All subjects prescribed by the department in which the applicant desires to study, as follows:

Curriculum in Architecture: English, 3 units; algebra, 1½ units; plane geometry, 1 unit. (A student may enter with a deficiency in advanced algebra, but this must be removed during his first year of residence.)

Curricula in Art: English, 3 units; language (French, German, Greek, Italian, Latin, Portuguese, Russian, or Spanish), 2 units (both in the same language).

Curricula in City Planning, Landscape Architecture, and Landscape Operation: English, 3 units; algebra, 1 unit; plane geometry, 1 unit.

Curricula in Music: English, 3 units; language (French, German, Greek, Italian, Latin, Portuguese, Russian, or Spanish), 2 units (both in the same language).

Each applicant must pass a qualifying practical examination in his major area prior to admission. These examinations are given at various times during the year. No credit is allowed for the qualifying examination.

(D) An applicant who ranks in the upper 50 per cent of his high school graduating class may be admitted without adhering to the usual requirements as they pertain to majors and minors (see paragraph A above) except insofar as the major in English and nine academic units are concerned.

(E) An applicant who is a resident of Illinois, ranking in the lowest quarter of his class, and whose credits satisfy the entrance requirements, is admitted on probationary status following the completion of prescribed testing and counseling. Such applicants should apply at

least two months prior to the semester in which they wish to enroll. Nonresidents of Illinois entering as freshmen must rank in the upper 50 per cent of their high school class.

(F) Students seeking transfer to the College of Fine and Applied Arts are subject to the above and other requirements as shown in the Undergraduate Study bulletin.

(G) Inquiries concerning admission should be directed to the Dean of Admissions and Records, University of Illinois, Urbana, Illinois.

FEES AND EXPENSES

Students in the College of Fine and Applied Arts pay general University fees as summarized below. For a complete statement of fees, including regulations concerning late registration, change fee, deferment of fees, exemptions, etc., see the Undergraduate Study bulletin.

Tuition	
Residents of Illinois, each semester	$ 75
Nonresidents of Illinois, each semester	250
Hospital-Medical-Surgical Insurance fee, each semester	8
Laboratory, Library, and Supply fee, each semester	12
Illini Union service charge, each semester	10

Other expenses of students may vary. Allowance should be made for the following amounts for the academic year: textbooks and supplies, $75 to $125; room and board (nine months), $640 to $820; miscellaneous, $100 to $270. These amounts are for a minimum to moderate budget and do not include such variable items as clothing, railroad fare, and recreation.

Many students earn a part of their expenses through part-time employment, some working for their board or room, or both. It is not advisable, however, for a student to attempt to earn more than half his expenses while attending the University. The University maintains a Student Employment Office which assists students in finding employment.

PRIZES AND AWARDS

The University has various awards, prizes, and scholarships open to all students. Certain of these are available exclusively for students in the College of Fine and Applied Arts. These are listed below. In addition, there are professional awards and certificates for exceptional leadership and scholarship.

American Institute of Architects Prize. An annual award of a medal and a book is made to the senior student in architecture who is outstanding in scholastic achievement, character, and promise of professional ability, and of a book to the senior who ranks second.

Bradley and Bradley Award. An award of $100 is offered each semester by the architectural firm of Bradley and Bradley to the student who has demonstrated exceptional ability in the first course of fifth-year architectural design (Architecture 337).

Edward C. Earl Prizes. Prizes are awarded undergraduates in various levels of architectural design and theory, freehand drawing, structural theory and design, and working drawings; and a special prize is awarded for summer experience.

Kivett and Myers and McCallum Award. An award of $100, offered by the architectural firm of Kivett and Myers and McCallum each semester, is made to a senior in architecture who has displayed exceptional ability on the "Terminal Project" in architectural design.

Mu Phi Epsilon Award. An annual award of $25 is made to the freshman woman in music who has earned the highest scholastic average in her first semester of work and who receives the grade of "A" in her major subject.

Pi Kappa Lambda Award. The initiation fee of Pi Kappa Lambda is awarded annually by the Zeta Chapter to the senior student in music who has the highest scholastic average.

Plym Prizes. Awards are made to the three seniors in architectural engineering whose work, attitude, and ability are judged the highest. A prize also is offered for the best group of summer sketches and for the best development of "sketch problems" during the year.

Sigma Alpha Iota Award. The Champaign-Urbana Alumni Chapter of Sigma Alpha Iota awards $100 annually to students in music who have been at Illinois at least two semesters. Awards are made on the basis of musicianship, scholarship, and financial need.

Richard V. Voynow Prize. A prize of $50 is awarded annually to the student in music who submits the best essay on a subject selected by the scholarship committee of the School of Music.

James M. White Memorial Prize. Monetary prizes are awarded to students in undergraduate courses in materials and methods of construction, and in structural elements and theory.

SCHOLARSHIPS AND FELLOWSHIPS

Allerton American Traveling Scholarships. Two scholarships of $500 each are given to students in the junior class who stand highest in the history of architecture for the year. These provide for a summer's study of early American architecture.

William Anderson Scholarships. These tuition scholarships are granted to needy and talented music students.

Lydia E. Parker Bates Scholarships. These scholarships are available in varying amounts to needy undergraduate students of superior academic standing in art, architecture, architectural engineering, and landscape architecture.

William G. Hill Memorial Scholarship. Alpha Xi Chapter of Phi Mu Alpha awards an annual scholarship to a first-year male music student.

Jennie M. Long Traveling Scholarships. Two scholarships of $600 each are awarded to students in architecture for summer travel and study. Awards are made on the basis of ability, character, and personality, one to a student in the general option and the second to a student in the architectural engineering option. These students must return to the campus for at least one semester following the award and prior to graduation.

Mississippi Valley Structural Steel Company Scholarships. These scholarships in varying amounts are awarded in alternate years to sophomores in architectural engineering. The awards may be renewed in the junior and senior years on the basis of satisfactory records.

Motorola Scholarships. Two scholarships of $500 each are awarded annually to outstanding students in industrial design for their senior year of work.

Presser Foundation Scholarship. A scholarship of $350 is awarded annually to a student in music on the basis of scholastic average, financial need, and character, with preference given to a student who plans to become a teacher.

Theodore R. Schlader Memorial Scholarships. Scholarships of $300 each are made annually to students in architecture and architectural engineering.

Thomas J. Smith Scholarships. Four tuition scholarships each year are provided for women in music. They are awarded on the basis of comparative promise in music.

Frederic B. Stiven Memorial Scholarships. Zeta Chapter of Pi Kappa Lambda awards several annual scholarships of $100 each to undergraduate students in music.

Graduate fellowships granted by the Graduate College are available to students in the fine and applied arts. In addition, there are a number of graduate fellowships and awards which are available specifically for students who have done their undergraduate work in this College at the University of Illinois. Among these are:

American Academy in Rome Fellowships
Kate Neal Kinley Memorial Fellowship
Mary C. McLellan Scholarship
Plym Fellowships
Edward L. Ryerson Traveling Fellowships
Lloyd Warren Fellowship (Paris Prize)

For information concerning scholarships, write to the Director of the Undergraduate Scholarship Program, and for information concerning graduate fellowships, write to the Graduate College.

DEPARTMENTS AND CURRICULA

The professional curricula in art, architecture, city planning and landscape architecture, and music admit freshmen. With the exception of the curriculum in architecture, which requires five years for completion, these programs normally require four years of study with options that allow specialization. In each curriculum students are required to take elective courses. These electives in all curricula except where otherwise defined in a specific curriculum, include all courses in the humanities, social sciences, and natural sciences. Other courses may be approved by petition when deemed advisable. Rhetoric 200 is not accepted as credit toward graduation.

All departments in the College of Fine and Applied Arts reserve the right to retain, exhibit, and reproduce the work submitted by students for credit in any course.

For students enrolled in other colleges and schools of the University, introductory courses designed to increase aesthetic appreciation and portray the role of the arts in civilization and courses in applied music are offered.

ARCHITECTURE

Architecture is concerned with the design and construction of efficient, safe, economical, and attractive buildings to satisfy man's need for shelter. The building industry is one of the largest in the nation in terms of expenditure and employment, and it depends upon the architectural profession for leadership in the development of new building types, new materials, and new systems of construction. The architect should bring to these problems a high degree of technical knowledge, social insight, creative imagination, and business skill, and will find

endless opportunities for service as well as ample rewards for his effort and ability.

The curriculum in architecture contains a well-balanced program of general and professional education. The graduate who has supplemented this with the necessary practical experience can, therefore, apply for professional registration as an architect in Illinois and other states. The professional subjects emphasize both a sound comprehension of fundamental theory and the logical solution of problems similar to those encountered in actual practice. They also provide opportunity for experiment and the exploration of new ideas.

The curriculum offers two options which allow the student to undertake advanced courses according to his special talents and interests. The general option offers advanced work in the design of large buildings and building complexes. The engineering option emphasizes advanced work in structural theory and design. Both options lead to the degree of Bachelor of Architecture. Although students normally make their choice of option at the beginning of the second year, the program is so arranged that a change may be made as late as the middle of the third year.

Graduate courses leading to a master's degree are offered under the regulations of the Graduate College.

CURRICULUM IN ARCHITECTURE

For the Degree of Bachelor of Architecture
(157 semester hours not counting the required basic military training and physical education)

In the curriculum in architecture, normal course progress is imperative. A student failing to complete any required course more than one semester later than the time designated in the curriculum is prohibited from progressive registration in architectural courses until the deficiency is corrected.

The first year is common to both options of the curriculum in architecture.

FIRST YEAR FIRST SEMESTER	14 HOURS	SECOND SEMESTER	16 HOURS
Art 181—Freehand Drawing	2	Arch. 101—Introduction to Architecture	3
G.E. 107—Architectural Projections	2	Art 182—Freehand Drawing	2
Math. 112—College Algebra	3	G.E. 108—Architectural Projections	2
Math. 114—Plane Trigonometry	2	Math. 122—Analytical Geometry	4
Rhet. 101—Rhetoric and Composition	3	Rhet. 102—Rhetoric and Composition	3
Physical Education	1	Physical Education	1
Military (men)	1	Military (men)	1

GENERAL OPTION

FIRST YEAR

Program for Freshmen (see page 15).

SECOND YEAR — FIRST SEMESTER	17 HOURS
Arch. 131—Architectural Design	3
Arch. 141—Materials and Methods of Construction, I	2
Art 183—Freehand Drawing	2
Physics 101—General Physics (Mechanics, Heat, and Sound)	5
Physical Education	1
Military (men)	1
Electives	3

SECOND SEMESTER	17 HOURS
Arch. 113—History of Ancient Architecture	2
Arch. 132—Architectural Design	3
Arch. 142—Materials and Methods of Construction, II	2
Art 184—Freehand Drawing	2
T.A.M. 171—Elements of Mechanics	3
Physical Education	1
Military (men)	1
Electives	3

THIRD YEAR	16 HOURS
Arch. 214—History of Medieval Architecture	3
Arch. 233—Architectural Design	3
Arch. 241—Materials and Methods of Construction, III	2
Art 281—Freehand Drawing	2
Sociol. 276—Sociology of the City	3
T.A.M. 172—Strength of Materials	3

	18 HOURS
Arch. 215—History of Renaissance and Baroque Architecture	3
Arch. 234—Architectural Design	3
Arch. 242—Materials and Methods of Construction, IV	2
Arch. 245—Structural Elements	3
Art 282—Freehand Drawing	2
Physics 102—General Physics (Light, Electricity, and Magnetism)	5

FOURTH YEAR	16 HOURS
Arch. 216—Modern Architecture	3
Arch. 235—Architectural Design	5
Arch. 246—Theory of Structural Design	3
Arch. 265—Theory of Architecture	2
Electives	3

	17 HOURS
Arch. 236—Architectural Design	5
Arch. 256—Building Sanitation	2
Arch. 257—Reinforced Concrete Theory	3
C.P. 372—Planning of Towns and Cities	3
M.E. 252—Heating and Air Conditioning for Architects	4

FIFTH YEAR	17 HOURS
Arch. 244—Working Drawings	2
Arch. 247—Structural Planning	3
Arch. 337—Architectural Design	7
Art 150—Sculpture	2
Electives	3

	17 HOURS
Arch. 283—Architectural Practice	2
Arch. 338—Architectural Design	7
E.E. 114—Wiring and Illumination	3
Electives	5

ENGINEERING OPTION

FIRST YEAR

Program for Freshmen (page 15).

SECOND YEAR — FIRST SEMESTER	17 HOURS
Arch. 131—Architectural Design	3
Arch. 141—Materials and Methods of Construction, I	2
Art 183—Freehand Drawing	2
Math. 133—Calculus	3
Physics 101—General Physics (Mechanics, Heat, and Sound)	5
Physical Education	1
Military (men)	1

SECOND SEMESTER	18 HOURS
Arch. 113—History of Ancient Architecture	2
Arch. 132—Architectural Design	3
Arch. 142—Materials and Methods of Construction, II	2
Art 184—Freehand Drawing	2
Math. 143—Calculus	5
T.A.M. 150—Analytical Mechanics (Statics)	2
Physical Education	1
Military (men)	1

THIRD YEAR	17 HOURS		18 HOURS
Arch. 214—History of Medieval Architecture	3	Arch. 234—Architectural Design	3
Arch. 233—Architectural Design	3	Arch. 242—Materials and Methods of Construction, IV	2
Arch. 241—Materials and Methods of Construction, III	2	Arch. 215—History of Renaissance and Baroque Architecture	3
Art 281—Freehand Drawing	2	Arch. 245—Structural Elements	3
Sociol. 276—Sociology of the City	3	Art 282—Freehand Drawing	2
T.A.M. 221—Elementary Mechanics of Deformable Bodies	3	Physics 102—General Physics (Light, Electricity, and Magnetism)	5
T.A.M. 223—Mechanical Behavior of Solids	1		
FOURTH YEAR	**16 HOURS**		**17 HOURS**
Arch. 216—History of Modern Architecture	3	Arch. 236—Architectural Design	5
Arch. 235—Architectural Design	5	Arch. 256—Building Sanitation	2
Arch. 246—Theory of Structural Design	3	Arch. 257—Reinforced Concrete Theory	3
Arch. 265—Theory of Architecture	2	M.E. 252—Heating and Air Conditioning for Architects	4
Electives	3	Electives	3
FIFTH YEAR	**16 HOURS**		**16 HOURS**
Arch. 244—Working Drawings	2	Arch. 283—Architectural Practice	2
Arch. 247—Structural Planning	3	Arch. 348—Advanced Structures	5
Arch. 347—Theory of Structures	5	Arch. 358—Reinforced Concrete Design	3
T.A.M. 211—Analytical Mechanics (Dynamics)	3	E.E. 114—Wiring and Illumination	3
Electives	3	Electives	3

ART

The curricula in art permit a student to attain a proficiency in art and a liberal education. The first year of each curriculum is basic and cultural, and at the beginning of the second year the student chooses his field of specialization in one of the following:

The curriculum in advertising design provides preparatory training in the field of graphic design for printed advertising. Under conditions approximating those in actual practice, contemporary approaches based on firm principles of design are offered in the areas of layout, typography, illustration, color, and production methods.

The curriculum in art education prepares students for positions as teachers and supervisors of art in the public schools. The program places emphasis on methods, materials, processes, and practice teaching in selected Illinois schools. Upon completion graduates are eligible for the Limited State Special Certificate as defined by the Illinois State Teacher Certification Board.

The curriculum in crafts emphasizes professional training for the development of the self-sustaining craftsman, the teacher of crafts, and the designer-craftsman in industry. The curriculum provides a

choice of two areas of concentration: ceramic design and metal design. The emphasis within these areas of concentration is upon the development of individual design capabilities and perceptions and upon the mastery of comprehensive technical skills. In conjunction with these individual areas of emphasis, each student is given experience in other craft media.

The curriculum in the history of art offers a broad cultural education which unites academic and studio training, prepares students for certain types of museum and gallery work, and qualifies them for further study in criticism and scholarship. Those who are preparing for teaching the history of art on the college level are ordinarily expected to undertake graduate study for the Master of Arts degree in this field.

The curriculum in industrial design prepares designers for three-dimensional design in industry and commerce — the design of products, interiors, and displays. The student divides his time between the drafting room and the workshop to develop competence in both the planning and the execution of design. Particular care is taken to acquaint him with the processes of mass production. During the senior year the student is given the opportunity to develop his particular interests and abilities. In all phases of the instruction, emphasis is directed toward giving the student a thorough understanding of the principles of good design, resourcefulness of expression, discriminating perception, and the ability to adapt himself to the conditions of industry.

The curriculum in painting provides an extensive training as preparation for professional practice in painting and illustration in their various aspects. The first two years are devoted primarily to the study of design and composition and the acquisition of representational skills; the last two years to the development of creative expression in painting, drawing, illustration, printmaking, and other media. When followed by a program leading to the degree of Master of Fine Arts in painting and printmaking, this curriculum is recommended as preparation for teaching painting and related subjects at the college level.

Students who have attended another college, university, or professional art school, and who wish to apply for advanced standing in

art, must submit examples of studio work completed at that institution. Representative examples of all areas of graphic experience should be included along with photographs of three-dimensional work. These examples must be received by the Department of Art as early as possible, but no later than three days before the registration period. Advanced placement will be determined upon review of these examples by members of the Art faculty and will be considered conditional and subject to the student's satisfactory performance in assigned courses.

Courses in the history and appreciation of art and in painting, drawing, crafts, printmaking, sculpture, and design are open to students from other colleges of the University.

Graduate courses leading to master's degrees in art are offered under the regulations of the Graduate College.

CURRICULA IN ART

The first year is common to all curricula in art.

FIRST YEAR FIRST SEMESTER	16 HOURS	SECOND SEMESTER	16 HOURS
Arch. 171—Drawing Theory	2	Arch. 172—Drawing Theory	2
Art 117—Drawing, I	3	Art 118—Drawing, II	2
Art 119—Design	2	Art 120—Design	3
Foreign Language or Elective[1]	4	Foreign Language or Elective[1]	4
Rhet. 101—Rhetoric and Composition	3	Rhet. 102—Rhetoric and Composition	3
Physical Education	1	Physical Education	1
Military (men)	1	Military (men)	1

CURRICULUM IN ADVERTISING DESIGN

For the Degree of Bachelor of Fine Arts in Advertising Design
(122 semester hours not counting the required basic military training and physical education)

FIRST YEAR

Program for Freshmen (see above).

SECOND YEAR FIRST SEMESTER	17 HOURS	SECOND SEMESTER	17 HOURS
Art 111—Introduction to Ancient and Medieval Art	3	Art 112—Introduction to Renaissance and Modern Art	3
Art 127—Drawing, III	3	Art 128—Drawing, IV	3
Art 129—Anatomy, I	2	Art 130—Anatomy, II	2
Art 131—Elementary Composition	2	Art 132—Elementary Composition	2
Art 141—Still Life	2	Art 142—Still Life	2
Physical Education	1	Physical Education	1
Military (men)	1	Military (men)	1
Electives[1]	3	Electives[1]	3

[1] Electives must be chosen from the areas of humanities, social sciences, and natural sciences, and must include a minimum of three hours in each area.

THIRD YEAR	16 HOURS		16 HOURS
Art History	3	Adv. 281—Introduction to Advertising	3
Art 223—Figure Drawing and Sketch	3	Art 224—Figure Drawing and Sketch	3
Art 261—Layout and Lettering	3	Art 262—Layout and Lettering	3
Art 265—Advertising Design	3	Art 266—Advertising Design	3
Journ. 204—Typography	2	Electives[1]	4
Electives[1]	2		

FOURTH YEAR	16 HOURS		16 HOURS
Art 235—Illustration	2	Art 211—The Art of Industrialized Society	2
Art 255—Printmaking	2	Art 236—Illustration	2
Art 267—Advanced Advertising Design	5	Art 268—Advanced Advertising Design	5
Electives[1]	7	Electives[1]	7

CURRICULUM IN ART EDUCATION

For the Degree of Bachelor of Fine Arts in Art Education
(130 semester hours not counting the required basic military training and physical education)

Continuation in this curriculum requires admission to advanced standing in teacher education at the first registration after the completion of thirty semester hours.

FIRST YEAR

Program for Freshmen (page 19).

SECOND YEAR FIRST SEMESTER	18 HOURS	SECOND SEMESTER	18 HOURS
Art 125—Life Drawing	2	Art 126—Life Drawing	2
Art 131—Elementary Composition	2	Art 132—Elementary Composition	2
Ed. 101—The Nature of the Teaching Profession	2	Art 141—Still Life	2
Natural Science[2]	3	Natural Science[2]	3
Physical Education	1	Psych. 100—Introduction to Psychology	4
Military (men)	1	Physical Education	1
Electives[3]	7	Military (men)	1
		Electives[3]	3

THIRD YEAR	18 HOURS		18 HOURS
Art 111—Introduction to Ancient and Medieval Art	3	Art 112—Introduction to Renaissance and Modern Art	3
Art 192-197—Crafts[4]	2	Art 192-197—Crafts[4]	2
Art 203—Art Education Laboratory	2	Art 204—Art Education Laboratory	2
Ed. 201—Foundations of American Education	2	Ed. 240—Principles of Secondary Education[5]	2
Pol. Sci. 150—American Government: Organization and Powers	3	Electives[3]	9
Speech 101—Principles of Effective Speaking	3		
Electives[3]	3		

[1] Electives must be chosen from the areas of humanities, social sciences, and natural sciences, and must include a minimum of three hours in each area.

[2] Botany, zoology, chemistry, physics, geology, geography, biology, general science, mathematics (excluding arithmetic), and physiology, or their equivalents in integrated courses.

[3] Students may use electives to acquire a minimum of sixteen hours in a teaching minor.

[4] Select any of the following two-hour craft courses offered by the Department of Art provided the necessary prerequisites are met: 192 and 193, Metalwork and Jewelry; 194 and 195, Pottery; 196 and 197, Leatherwork.

[5] For students desiring student teaching at the elementary school level, Education 230 and 232 should be substituted for Education 240 and 242. Students interested in elementary school teaching should also take Education 236.

FOURTH YEAR	16 HOURS		18 HOURS
Ed. 211—Educational Psychology	3	Advanced Art History	3
Ed. 241—Technic of Teaching in the Secondary School	3	Art 101—Water Color	2
Ed. 242—Educational Practice in Secondary Education[1]	5	Art 192-197—Crafts[3]	2
Hist. 262—The United States: World Power in an Industrial Age (since 1877)[2]	3	Art 208—Organization of Public School Art Programs	3
Elective in Guidance or Tests and Measurements	2	Art 261—Layout and Lettering	3
		Electives[3]	5

CURRICULUM IN CRAFTS

For the Degree of Bachelor of Fine Arts in Crafts
(122 semester hours not counting the required basic military training and physical education)

CERAMIC EMPHASIS

FIRST YEAR

Program for Freshmen (page 19).

SECOND YEAR	FIRST SEMESTER	16 TO 18 HOURS	SECOND SEMESTER	16 HOURS
Art 111—Introduction to Ancient and Medieval Art		3	Art 112—Introduction to Renaissance and Modern Art	3
Art 133—Design Workshop		2	Art 134—Design Workshop	2
Art 151—Sculpture		2	Art 152—Sculpture	2
D.G.S. 141—Physical Science		4	Chem. 101—General Chemistry	5
Math. 111—Algebra, or Math. 112—College Algebra		5 or 3	Math. 114—Plane Trigonometry	2
Physical Education		1	Physical Education	1
Military (men)		1	Military (men)	1
THIRD YEAR		**17 HOURS**		**17 HOURS**
Art 190—Recreational Crafts		2	Art 191—Recreational Crafts	2
Art 294—Ceramic Design, I		3	Art 295—Ceramic Design, II	3
Cer. E. 101—Introduction to Ceramic Engineering		3	Cer. E. 102—Ceramic Processes and Equipment	3
Art Elective		3	Home Econ. 196—Weaving	3
Art History		3	Art Elective	3
Social Science Elective		3	Social Science Elective	3
FOURTH YEAR		**16 HOURS**		**14 TO 16 HOURS**
Art 292—Introduction to Metal Design in Jewelry		3	Art 211—The Art of Industrialized Society	2
Art 298—Ceramic Design, III		5	Art 293—Development of Metal Design in Jewelry	3
Econ. 108—Elements of Economics		3	Art 299—Ceramic Design, IV	5
Art Elective		2	Humanities Electives	4 to 6
Humanities Elective		3		

[1] For students desiring student teaching at the elementary school level, Education 230 and 232 should be substituted for Education 240 and 242. Students interested in elementary school teaching should also take Education 236.

[2] This requirement may also be satisfied by History 151, 152, or 261.

[3] Select any of the following two-hour craft courses offered by the Department of Art provided the necessary prerequisites are met: 192 and 193, Metalwork and Jewelry; 194 and 195, Pottery; 196 and 197, Leatherwork.

METAL EMPHASIS

FIRST YEAR

Program for Freshmen (page 19).

SECOND YEAR — FIRST SEMESTER	17 HOURS	SECOND SEMESTER	17 HOURS
Art 111—Introduction to Ancient and Medieval Art	3	Art 112—Introduction to Renaissance and Modern Art	3
Art 125—Life Drawing	2	Art 126—Life Drawing	2
Art 133—Design Workshop	2	Art 134—Design Workshop	2
Art 141—Still Life	2	Art 142—Still Life	2
Art 151—Sculpture	2	Art 152—Sculpture	2
D.G.S. 141—Physical Science	4	D.G.S. 142—Physical Science	4
Physical Education	1	Physical Education	1
Military (men)	1	Military (men)	1
THIRD YEAR	**17 HOURS**		**17 HOURS**
Art 190—Recreational Crafts	2	Art 191—Recreational Crafts	2
Art 292—Introduction to Metal Design in Jewelry	3	Art 293—Introduction to Metal Design in Jewelry	3
D.G.S. 131—Biological Science	4	D.G.S. 132—Biological Science	4
Art Elective	2	Home Econ. 196—Weaving	3
Art History	3	Art Elective	2
Social Science Elective	3	Social Science Elective	3
FOURTH YEAR	**15 HOURS**		**15 HOURS**
Art 294—Ceramic Design, I	3	Art 211—The Art of Industrialized Society	2
Art 296—Decorative Metal Techniques	5	Art 295—Ceramic Design, II	3
Econ. 108—Elements of Economics	3	Art 297—Construction of Hollow and Flatware in Silversmithing	5
Art Elective	4	Humanities Electives	5

CURRICULUM IN THE HISTORY OF ART

For the Degree of Bachelor of Fine Arts in the History of Art
(122 semester hours not counting the required basic military training and physical education)

FIRST YEAR

Program for Freshmen (page 19).

SECOND YEAR — FIRST SEMESTER	18 HOURS	SECOND SEMESTER	18 HOURS
Art 111—Introduction to Ancient and Medieval Art	3	Art 112—Introduction to Renaissance and Modern Art	3
Art Elective (studio)[1]	2	Art Elective (studio)[1]	2
Foreign Language	4	Foreign Language	4
Hist. 111—Modern European History from the Renaissance to 1848	4	Hist. 112—Modern European History from 1848 to the Present	4
Speech 101—Principles of Effective Speaking	3	Physical Education	1
Physical Education	1	Military (men)	1
Military (men)	1	Electives[2]	3

[1] Studio courses advised are Art 125, 126, 131, 132, 141, 142.

[2] Suggested electives are additional studio art courses; Classics 101, 110; Division of General Studies 161, 162, 171; Education 300, 301; Greek 161; Latin 162; Library Science 301; Music 113, 114, 115, 130, 131; Philosophy 102, 110.

THIRD YEAR	17 HOURS		15 HOURS
Art History	3	Art History	3
Art Elective (studio)[1]	2	Art Elective (studio)[1]	2
History or English[2]	3	History or English[2]	3
Humanities 211—The Growth of American Culture	4	Humanities 212—The Growth of American Culture	4
Electives[3]	5	Phil. 101—Introduction to Philosophy	3
FOURTH YEAR	**15 HOURS**		**15 HOURS**
Art History	6	Art History	6
Art Elective (studio)[1]	2	Art Elective (studio)[1]	2
Phil. 323—Philosophy of Art	3	Electives[3]	7
Electives[3]	4		

CURRICULUM IN INDUSTRIAL DESIGN

For the Degree of Bachelor of Fine Arts in Industrial Design
(122 semester hours not counting the required basic military training and physical education)

FIRST YEAR

Program for Freshmen (page 19).

SECOND YEAR FIRST SEMESTER 17 OR 18 HOURS		SECOND SEMESTER	17 HOURS
Art 111—Introduction to Ancient and Medieval Art	3	Art 112—Introduction to Renaissance and Modern Art	3
Art 133—Design Workshop	2	Art 134—Design Workshop	2
Art 151—Sculpture	2	Art 152—Sculpture	2
D.G.S. 141—Physical Science	4	D.G.S. 142—Physical Science	4
Math. 112—College Algebra, and Math. 114—Plane Trigonometry; or Art 125—Life Drawing, and Art 141—Still Life[4]	5 or 4	Math. 122—Analytic Geometry; or Art 126—Life Drawing, and Art 142—Still Life	4
Physical Education	1	Physical Education	1
Military (men)	1	Military (men)	1
THIRD YEAR	**17 HOURS**		**18 HOURS**
Art 210—History of Furniture and Interior Design	2	Art 262—Layout and Lettering	3
Art 261—Layout and Lettering	3	Art 272—Materials and Processes	3
Art 271—Materials and Processes	3	Art 276—Industrial Design	3
Art 275—Industrial Design	3	Econ. 108—Elements of Economics	3
T.A.M. 171—Elements of Mechanics, or Art Elective	3	G.E. 101—Engineering Drawing	3
Electives[5]	3	T.A.M. 172—Strength of Materials, or Art Electives[5]	3
FOURTH YEAR	**14 HOURS**		**14 OR 15 HOURS**
Advanced Art History	3	Accy. 201—Fundamentals of Accounting, or Social Sciences	3
Art 277—Advanced Industrial Design	5	Art 211—The Art of Industrialized Society	2
Mktg. 101—Principles of Marketing, or Mktg. 272—Industrial Selling	3	Art 278—Advanced Industrial Design	5
M.E. 180—Engineering Materials and Processes, or Social Sciences	3	Electives[5]	4 to 5

[1] Studio courses advised are Art 125, 126, 131, 132, 141, 142.

[2] History or English requirements are to be chosen from Division of General Studies 121, 122; English 121, 122, 131, 201, 313; History 181, 182, 301, 302, 304, 313, 314, 375, 376.

[3] Suggested electives are additional studio art courses; Classics 101, 110; Division of General Studies 161, 162, 171; Education 300, 301; Greek 161; Latin 162; Library Science 301; Music 113, 114, 115, 130, 131; Philosophy 102, 110.

[4] Students must elect either the mathematics-mechanics sequence or the sequence of Art 125-126, 141-142, and six hours of art electives.

[5] Electives must be chosen from the areas of humanities, social sciences, and natural sciences, and must include a minimum of three hours in each area.

CURRICULUM IN PAINTING

For the Degree of Bachelor of Fine Arts in Painting
(122 semester hours not counting the required basic military training and physical education)

FIRST YEAR

Program for Freshmen (page 19).

SECOND YEAR — FIRST SEMESTER	17 HOURS
Art 111—Introduction to Ancient and Medieval Art	3
Art 127—Drawing, III	3
Art 129—Anatomy, I	2
Art 131—Elementary Composition	2
Art 141—Still Life	2
Physical Education	1
Military (men)	1
Electives[1]	3

SECOND SEMESTER	17 HOURS
Art 112—Introduction to Renaissance and Modern Art	3
Art 128—Drawing, IV	3
Art 130—Anatomy, II	2
Art 132—Elementary Composition	2
Art 142—Still Life	2
Physical Education	1
Military (men)	1
Electives[1]	3

THIRD YEAR	17 HOURS
Art History	3
Art 225—Intermediate Drawing	2
Art 231—Intermediate Composition	3
Art 235—Illustration, or Art 255—Printmaking	2
Art 243—Intermediate Painting	2
Electives[1]	5

	17 HOURS
Art History	3
Art 226—Intermediate Drawing	2
Art 232—Intermediate Composition	3
Art 235—Illustration, or Art 255—Printmaking	2
Art 244—Intermediate Painting	2
Art 341—Materials and Techniques	2
Electives[1]	3

FOURTH YEAR	15 HOURS
Art 233—Advanced Composition	3
Art 245—Advanced Painting and Drawing	3
Art 247—Special Problems	2
Art Electives	2
Electives[1]	5

	15 HOURS
Art 234—Advanced Composition	3
Art 246—Advanced Painting and Drawing	3
Art 248—Special Problems	2
Art Electives	4
Electives[1]	3

CITY PLANNING AND LANDSCAPE ARCHITECTURE

Three undergraduate four-year curricula are offered.

The curriculum in city planning leads to the degree of Bachelor of Science in City Planning. It provides the student not only with basic competence within the areas of urban and/or regional planning but also with a sound and well-rounded education and training to meet his obligations as a full member of society. It also serves as a basic program of undergraduate studies for continued specialization on an advanced level.

[1] Electives must be chosen from the areas of humanities, social sciences, and natural sciences, and must include a minimum of three hours in each area.

The curriculum in landscape architecture qualifies the student for the degree of Bachelor of Fine Arts in Landscape Architecture. By its carefully balanced program of technical and design courses as well as courses in the humanities, the curriculum prepares the student for positions in professional offices, both private and public. It also gives a basic undergraduate education and training which can be continued into advanced studies in landscape architecture, urban, and/or regional planning.

The curriculum in landscape operation leads to the degree of Bachelor of Science in Landscape Operation. This is for students preparing to enter the contracting and maintenance branches of landscape architecture.

Courses in the appreciation of city planning and landscape architecture are available for students in other colleges of the University.

Graduate work in city planning and landscape architecture is offered under the regulations of the Graduate College.

CURRICULUM IN CITY PLANNING

For the Degree of Bachelor of Science in City Planning
(122 semester hours not counting the required basic military training and physical education)

FIRST YEAR — FIRST SEMESTER	17 HOURS
Art 117—Drawing, I	3
Art 119—Design	2
G.E. 107—Architectural Projections	2
L.A. 111—Introduction to Landscape Design	2
Math. 104—Elements of Algebra and Trigonometry	3
Rhet. 101—Rhetoric and Composition	3
Physical Education	1
Military (men)	1

SECOND SEMESTER	17 HOURS
Art 118—Drawing, II	2
G.E. 108—Architectural Projections	2
Hist. 101—Ideas and Institutions in the Western World	3
L.A. 112—Survey of Environmental Planning and Design	2
L.A. 132—Landscape Perception	3
Rhet. 102—Rhetoric and Composition	3
Physical Education	1
Military (men)	1

SECOND YEAR	18 HOURS
Arch. 141—Materials and Methods of Construction	2
C.E. 200—General Surveying	3
Econ. 108—Elements of Economics	3
Geog. 101—Elements of Geography	5
L.A. 133—Elementary Landscape Design	3
Physical Education	1
Military (men)	1

	17 HOURS
Econ. 109—Principles of Economics	3
L.A. 134—Elementary Landscape Design	3
Literature or Expository Writing	3
Pol. Sci. 150—American Government: Organization and Powers	3
Sociol. 276—Sociology of the City	3
Physical Education	1
Military (men)	1

THIRD YEAR	16 HOURS		15 HOURS
C.P. 372—Theory and Practice of City Planning	3	C.P. 236—City Planning Design	4
C.P. 376—Planning Procedures, Methodologies, and Practice	3	C.P. 274—Survey of Regional Planning	3
Fin. 264—Urban Real Estate and Land Economics	3	Econ. 170—Elements of Statistics	3
L.A. 235—Design of Recreational Areas	4	Electives	5
Pol. Sci. 151—American Government: Functions	3		
FOURTH YEAR	**15 HOURS**		**15 HOURS**
C.E. 333—Urban and Regional Transportation	3	Arch. 339—Urban Housing	2
C.P. 337—City Planning Design	5	C.P. 338—City Planning Design	5
Geog. 383—Urban Geography	4	C.P. 378—Planning Legislation and Administration	3
Electives	3	Electives	5

CURRICULUM IN LANDSCAPE ARCHITECTURE

For the Degree of Bachelor of Fine Arts in Landscape Architecture
(122 semester hours not counting the required basic military training and physical education)

FIRST YEAR FIRST SEMESTER	17 HOURS	SECOND SEMESTER	14 HOURS
Art 117—Drawing, I	3	Art 118—Drawing, II	2
Art 119—Design	2	G.E. 108—Architectural Projections	2
G.E. 107—Architectural Projections	2	L.A. 112—Survey of Environmental Planning and Design	2
L.A. 111—Introduction to Landscape Design	2	L.A. 132—Landscape Perception	3
Math. 104—Elements of Algebra and Trigonometry	3	Rhet. 102—Rhetoric and Composition	3
Rhet. 101—Rhetoric and Composition	3	Physical Education	1
Physical Education	1	Military (men)	1
Military (men)	1		
SECOND YEAR	**17 HOURS**		**16 HOURS**
Arch. 141—Materials and Methods of Construction	2	C.E. 201—General Surveying	3
Bot. 100—General Botany	4	English or American Literature	3
C.E. 200—General Surveying	3	L.A. 134—Elementary Landscape Design	3
L.A. 133—Elementary Landscape Design	3	Rhet. 133—Expository Writing	3
Speech 101—Principles of Effective Speaking	3	Physical Education	1
Physical Education	1	Military (men)	1
Military (men)	1	Electives	2
THIRD YEAR	**16 HOURS**		**16 HOURS**
L.A. 214—Critical History of Planning and Design	3	Art 115—Art Appreciation	3
L.A. 235—Design of Recreational Areas	4	L.A. 236—Site Planning and Housing	4
L.A. 243—Site Construction	3	L.A. 244—Site Construction	3
L.A. 251—Trees and Shrubs	3	L.A. 252—Trees and Shrubs	3
Electives	3	Electives	3
FOURTH YEAR	**17 HOURS**		**17 HOURS**
C.P. 372—Theory and Practice of City Planning	3	C.P. 274—Survey of Regional Planning	3
L.A. 253—Planting Design	4	L.A. 246—Office Practice	2
L.A. 255—Care of Plant Materials	2	L.A. 254—Planting Design	4
L.A. 337—Advanced Landscape Design	5	L.A. 338—Advanced Landscape Design	5
Electives	3	Electives	3

CURRICULUM IN LANDSCAPE OPERATION

For the Degree of Bachelor of Science in Landscape Operation
(122 semester hours not counting the required basic military training and physical education)

FIRST YEAR — FIRST SEMESTER	16 HOURS
Art 119—Design	2
Art 181—Freehand Drawing	2
G.E. 107—Architectural Projections	2
Math. 104—Elements of Algebra and Trigonometry	3
Rhet. 101—Rhetoric and Composition	3
Physical Education	1
Military (men)	1
Electives	2

SECOND SEMESTER	16 HOURS
Art 120—Design	3
Bot. 100—General Botany	4
G.E. 108—Architectural Projections	2
L.A. 112—Survey of Environmental Planning and Design	2
Rhet. 102—Rhetoric and Composition	3
Physical Education	1
Military (men)	1

SECOND YEAR	16 HOURS
Arch. 141—Methods of Construction	2
C.E. 200—General Surveying	3
English or American Literature	3
L.A. 133—Elementary Landscape Design	3
Speech 101—Principles of Effective Speaking	3
Physical Education	1
Military (men)	1

	16 HOURS
Art 182—Freehand Drawing	2
C.E. 201—General Surveying	3
English or American Literature	3
L.A. 134—Elementary Landscape Design	3
Rhet. 133—Expository Writing	3
Physical Education	1
Military (men)	1

THIRD YEAR	16 HOURS
Accy. 201—Fundamentals of Accounting	3
Entom. 101—Agricultural Entomology	3
L.A. 243—Site Construction	3
L.A. 251—Trees and Shrubs	3
Electives	4

	18 HOURS
Adv. 281—Introduction to Advertising	3
Bus. Law 261—Summary of Business Law	3
L.A. 244—Site Construction	3
L.A. 252—Trees and Shrubs	3
Rhet. 151—Business Letter Writing	3
Electives	3

FOURTH YEAR	16 HOURS
L.A. 235—Design of Recreational Areas	4
L.A. 253—Planting Design	4
L.A. 255—Care of Plant Materials	2
Electives	6

	16 HOURS
C.P. 236—City Planning Design	4
C.P. 372—Theory and Practice of City Planning	3
L.A. 246—Office Practice	2
L.A. 248—Advanced Landscape Construction	3
L.A. 254—Planting Design	4

MUSIC

The School of Music offers a curriculum in music with four options — instrumental, voice, composition-theory, and history — leading to the degree of Bachelor of Music, and a curriculum in music education, with general, choral, or instrumental emphasis, leading to the degree of Bachelor of Science in Music Education. A student enrolled in any music curriculum pursues throughout the four years of his course (except the third and fourth years of the curriculum in music education) a major or principal applied subject (piano, voice, etc.) in which two lessons a week are taken, and a minor or secondary applied subject in which one lesson a week is taken for three years. Public performance is a definite part of the training in applied music.

As part of the requirements for the Bachelor of Music degree, junior and senior students must present satisfactory recital appearances. For those majoring in the field of music theory or history, an advanced project, determined and approved by the respective division, is required in lieu of the performance appearances.

Applied music and courses in the history, theory, and appreciation of music are open to all qualified students in the University.

Graduate work in music education, musicology, and composition or performance are offered under the regulations of the Graduate College.

CURRICULUM IN MUSIC

For the Degree of Bachelor of Music
(124 semester hours not counting the required basic military training and physical education)

INSTRUMENTAL MAJOR

The instrumental major may be taken in harpsichord, piano, violin, viola, violoncello, string bass, organ, flute, clarinet, oboe, bassoon, alto saxophone, cornet, French horn, trombone, baritone, tuba, percussion, or harp.

A student enrolled in this curriculum takes two applied subjects, one a major (thirty-two hours) and the other a minor (twelve hours). Seniors in this curriculum may choose from Music 302, 303, 304, 305, or 306, for three hours each semester. Music 302 and 303 may be taken to replace Music 300 and 301 upon the consent of the instructor. Music 330 is required of piano and string majors only.

FIRST YEAR FIRST SEMESTER 17 OR 18 HOURS	
Major Applied Music Subject	4
Minor Applied Music Subject	2
Music 101—Theory of Music, I	4
Music 110—Basic Music Literature	2
Rhet. 101—Rhetoric and Composition, or D.G.S. 111—Verbal Communication	3 or 4
Physical Education	1
Military (men)	1

SECOND SEMESTER 17 OR 18 HOURS	
Major Applied Music Subject	4
Minor Applied Music Subject	2
Music 102—Theory of Music, II	4
Rhet. 102—Rhetoric and Composition, or D.G.S. 112—Verbal Communication	3 or 4
Physical Education	1
Military (men)	1
Electives	2

SECOND YEAR 19 HOURS	
Major Applied Music Subject	4
Minor Applied Music Subject	2
Music 103—Theory of Music, III	4
Music 213—The History and Appreciation of Music, I	3
French, German, or Italian	4
Physical Education	1
Military (men)	1

19 HOURS	
Major Applied Music Subject	4
Minor Applied Music Subject	2
Music 104—Theory of Music, IV	4
Music 214—The History and Appreciation of Music, II	3
French, German, or Italian	4
Physical Education	1
Military (men)	1

THIRD YEAR	15½ HOURS
Major Applied Music Subject	4
Minor Applied Music Subject	2
Music 300—Advanced Counterpoint, I	2
Music 310—Ancient and Medieval Music	3
Music Ensemble	½
Electives[1]	4

	15½ HOURS
Major Applied Music Subject	4
Minor Applied Music Subject	2
Music 301—Advanced Counterpoint, II	2
Music 311—Music in the Renaissance	3
Music Ensemble	½
Electives[1]	4

FOURTH YEAR	14½ OR 15½ HOURS
Major Applied Music Subject	4
Music 302, 304, or 306—Theory or Composition	3
Music 312—Music of the Baroque and Classical Periods	3
Music 330—Applied Music Pedagogy	2
Music Ensemble	½
Electives[1]	2 or 3

	15½ OR 16½ HOURS
Major Applied Music Subject	4
Music 303, 305, or 306—Theory or Composition	3
Music 313—Music of the Nineteenth and Twentieth Centuries	3
Music 330—Applied Music Pedagogy	2
Music Ensemble	½
Electives[1]	3 or 4

COMPOSITION MAJOR

Within this curriculum, major emphasis may be placed on the theory of music. Necessary course adjustments require approval of the theory division.

FIRST YEAR	FIRST SEMESTER 15 OR 16 HOURS
Applied Music[2]	4
Music 106—Composition	4
Music 110—Basic Music Literature	2
Rhet. 101—Rhetoric and Composition, or D.G.S. 111—Verbal Communication	3 or 4
Physical Education	1
Military (men)	1

SECOND SEMESTER	15 OR 16 HOURS
Applied Music[2]	4
Music 106—Composition	4
Rhet. 102—Rhetoric and Composition, or D.G.S. 112—Verbal Communication	3 or 4
Physical Education	1
Military (men)	1
Electives[1]	2

SECOND YEAR	17 HOURS
Applied Music[2]	4
Music 106—Composition	4
Music 213—The History and Appreciation of Music, I	3
French, German, or Italian	4
Physical Education	1
Military (men)	1

	17 HOURS
Applied Music[2]	4
Music 106—Composition	4
Music 214—The History and Appreciation of Music, II	3
French, German, or Italian	4
Physical Education	1
Military (men)	1

THIRD YEAR	17½ HOURS
Applied Music[2]	2
Music 200—Instrumentation, I	2
Music 302—Fugue, I	3
Music 306—Composition	4
Music 310—Ancient and Medieval Music	3
Ensemble	½
Electives (non-music)[1]	3

	17½ HOURS
Applied Music[2]	2
Music 201—Instrumentation, II	2
Music 303—Fugue, II	3
Music 306—Composition	4
Music 311—Music in the Renaissance	3
Ensemble	½
Electives (non-music)[1]	3

[1] Electives must include at least six hours in humanities, social sciences, or natural sciences.

[2] Whether or not piano has been the applied music subject, the student must demonstrate reasonable facility in piano by the end of the sophomore year.

FOURTH YEAR	16½ HOURS
Music 304—Analytical Techniques, I	3
Music 306—Composition	4
Music 312—Music of the Baroque and Classical Periods	3
Applied Music[1]	2
Ensemble	½
Electives (non-music)[2]	4

	14½ TO 16½ HOURS
Music 305—Analytical Techniques, II	3
Music 306—Composition	4
Music 313—Music of the Nineteenth and Twentieth Centuries	3
Applied Music[1]	2
Ensemble	½
Electives (non-music)[2]	2 to 4

HISTORY OF MUSIC MAJOR

FIRST YEAR FIRST SEMESTER	15 HOURS
Applied Music[1]	4
Music 101—Theory of Music, I	4
Music 110—Basic Music Literature	2
Rhet. 101—Rhetoric and Composition	3
Physical Education	1
Military (men)	1

SECOND SEMESTER	15 HOURS
Applied Music[1]	4
Music 102—Theory of Music, II	4
Rhet. 102—Rhetoric and Composition	3
Physical Education	1
Military (men)	1
Electives[2]	2

SECOND YEAR	17 OR 18 HOURS
Applied Music	4
Music 103—Theory of Music, III	4
French or German[3]	4
History	3 or 4
Physical Education	1
Military (men)	1

	17 OR 18 HOURS
Applied Music	4
Music 104—Theory of Music, IV	4
French or German[3]	4
History	3 or 4
Physical Education	1
Military (men)	1

THIRD YEAR	16½ HOURS
Music 302—Fugue, I	3
Music 310—Ancient and Medieval Music	3
Music Ensemble	½
French or German[3]	4
Literature	3
Electives (non-music)[2]	3

	16½ HOURS
Music 303—Fugue, II	3
Music 311—Music in the Renaissance	3
Music Ensemble	½
French or German[3]	4
Literature	3
Electives (non-music)[2]	3

FOURTH YEAR	16½ OR 17½ HOURS
Music 229—Thesis	2
Music 312—Music of the Baroque and Classical Periods	3
Music History (320 or 322)	3
Music Theory (304, 306, 307, 318)	2 or 3
Music Ensemble	½
Electives[2]	6 or 7

	16½ OR 17½ HOURS
Music 229—Thesis	2
Music 313—Music of the Nineteenth and Twentieth Centuries	3
Music History (320 or 322)	3
Music Theory (305, 306, 308, 319)	2 or 3
Music Ensemble	½
Electives[2]	6 or 7

VOICE MAJOR

The major applied music subject throughout the course includes work in vocal diction as well as private lessons in voice. At least eight hours each of Italian, French, and German are required for the voice major. A student who has completed two years of high school study in either French, German, or Italian is excused from that specific curricular requirement and allowed to substitute eight hours in electives. Music 302 and 303 may be taken in place of Music 300 and 301 upon consent of the instructor.

[1] Whether or not piano has been the applied music subject, the student must demonstrate reasonable facility in piano by the end of the sophomore year.

[2] Electives must include at least six hours in humanities, social sciences, or natural sciences.

[3] Two years in one language are required except with special permission.

FIRST YEAR — FIRST SEMESTER	17 OR 18 HOURS
Music 101—Theory of Music, I	4
Music 110—Basic Music Literature	2
Music 166—English Diction, or Music 167—Italian Diction	1
Music 180—Piano	2
Music 181—Voice	3
Rhet. 101—Rhetoric and Composition, or D.G.S. 111—Verbal Communication	3 or 4
Physical Education	1
Military (men)	1

SECOND SEMESTER	17 OR 18 HOURS
Music 102—Theory of Music, II	4
Music 166—English Diction, or Music 167—Italian Diction	1
Music 180—Piano	2
Music 181—Voice	3
Rhet. 102—Rhetoric and Composition, or D.G.S. 112—Verbal Communication	3 or 4
Physical Education	1
Military (men)	1
Electives[1]	2

SECOND YEAR	19 HOURS
Music 103—Theory of Music, III	4
Music 168—German Diction	1
Music 180—Piano	2
Music 181—Voice	3
Music 213—The History and Appreciation of Music, I	3
Foreign Language	4
Physical Education	1
Military (men)	1

	19 HOURS
Music 104—Theory of Music, IV	4
Music 169—French Diction	1
Music 180—Piano	2
Music 181—Voice	3
Music 214—The History and Appreciation of Music, II	3
Foreign Language	4
Physical Education	1
Military (men)	1

THIRD YEAR	15½ HOURS
Minor Applied Music Subject	2
Music Ensemble	½
Music 300—Advanced Counterpoint, I	2
Music 310—Ancient and Medieval Music	3
Music 366—Vocal Repertoire, I, or Music 367—Vocal Repertoire, II	1
Music 381—Voice	3
Foreign Language	4

	15½ HOURS
Minor Applied Music Subject	2
Music Ensemble	½
Music 301—Advanced Counterpoint, II	2
Music 311—Music in the Renaissance	3
Music 366—Vocal Repertoire, I, or Music 367—Vocal Repertoire, II	1
Music 381—Voice	3
Foreign Language	4

FOURTH YEAR	14½ OR 15½ HOURS
Music Ensemble	½
Music 312—Music of the Baroque and Classical Periods	3
Music 330—Applied Music Pedagogy	2
Music 381—Voice	3
Electives[1]	6 or 7

	14½ OR 15½ HOURS
Music Ensemble	½
Music 313—Music of the Nineteenth and Twentieth Centuries	3
Music 381—Voice	3
Electives[1]	8 or 9

CURRICULUM IN MUSIC EDUCATION

For the Degree of Bachelor of Science in Music Education
(130 semester hours not counting the required basic military training and physical education)

The minimum requirements for teaching music in the primary and secondary schools are that the teacher be sufficiently proficient on the piano to play accompaniments of music education materials and to play at sight such materials as hymns, community songs, and folk songs; and that he have a sufficient knowledge of voice to sing with a pleasant tone quality, to sing at sight, and to be able to impart the principles of voice production. Students who can not meet these requirements must take additional work in the branches of applied music in which they are deficient.

[1] Electives must include at least six hours in humanities, social sciences, or natural sciences.

Continuation in this curriculum requires admission to advanced standing in teacher education at the first registration after the completion of thirty semester hours.

GENERAL EMPHASIS

FIRST YEAR — FIRST SEMESTER	18 HOURS
D.G.S. 111—Verbal Communication[1]	4
Applied Music Elective	2
Music 101—Music Theory	4
Music 110—Basic Music Literature	2
Music 180—Piano	2
Music 181—Voice	2
Physical Education	1
Military (men)	1

SECOND SEMESTER	18 HOURS
D.G.S. 112—Verbal Communication[1]	4
Applied Music Elective	2
Music 102—Music Theory	4
Music 180—Piano	2
Music 181—Voice	2
Physical Education	1
Military (men)	1
Electives[2]	2

SECOND YEAR	17½ HOURS
Ed. 101—The Nature of the Teaching Profession	2
Applied Music Elective	2
Music Ensemble	½
Music 103—Music Theory	4
Music 180—Piano	2
Music 181—Voice	2
Science[3]	3
Physical Education	1
Military (men)	1

	18½ HOURS
Applied Music Elective	2
Music Ensemble	½
Music 104—Music Theory	4
Music 142—Elements of Conducting	2
Music 180—Piano[4]	2
Music 181—Voice[4]	2
Psych. 100—Introduction to Psychology	4
Physical Education	1
Military (men)	1

THIRD YEAR	17½ HOURS
Ed. 201—Foundations of American Education	2
Music Ensemble	½
Music 213—History and Appreciation of Music, I	3
Music 242—Teaching Music in the Elementary School	3
Science[3]	3
Supplementary Instruments	4
Electives[2]	2

	16½ HOURS
Ed. 240—Principles of Secondary Education	2
Music Ensemble	½
Music 214—History and Appreciation of Music, II	3
Music 243—Teaching Music in the Junior High School	3
Music 247—Supervision of School Music	2
Supplementary Instruments	4
Electives[2]	2

FOURTH YEAR	16 HOURS
Ed. 211—Educational Psychology	3
Ed. 232—Educational Practice in Elementary Education	2
Ed. 241—Technic of Teaching in the Secondary School	3
Ed. 242—Educational Practice in the Secondary School	3
Hist. 262—The United States: World Power in an Industrial Age (since 1877)[5]	3
Electives[2]	2

	16 HOURS
Ed. 236—Child Development	3
Literature or Art	3
Pol. Sci. 150—American Government: Organization and Powers	3
Electives[6]	7

[1] Rhetoric 101, 102 and Speech 105 or 101 or 141 may be taken instead of Division of General Studies 111 and 112.

[2] Electives must include at least six hours in humanities, social sciences, or natural sciences.

[3] Division of General Studies courses may be elected.

[4] Tests are given in piano and/or voice. If the student has not attained adequate proficiency, he is required to take additional hours in these courses.

[5] This requirement may also be satisfied by History 151, 152, or 261.

[6] Students are requested to take Music 244 or 246.

CHORAL EMPHASIS

FIRST YEAR — FIRST SEMESTER	18 HOURS
D.G.S. 111—Verbal Communication[1]	4
Applied Music Elective	2
Music 101—Music Theory	4
Music 110—Basic Music Literature	2
Music 180—Piano	2
Music 181—Voice	2
Physical Education	1
Military (men)	1

SECOND SEMESTER	18 HOURS
D.G.S. 112—Verbal Communication[1]	4
Applied Music Elective	2
Music 102—Music Theory	4
Music 180—Piano	2
Music 181—Voice	2
Physical Education	1
Military (men)	1
Electives[2]	2

SECOND YEAR	17½ HOURS
Ed. 101—Orientation to Music Teaching	2
Applied Music Elective	2
Music Ensemble	½
Music 103—Music Theory	4
Music 180—Piano	2
Music 181—Voice	2
Science[3]	3
Physical Education	1
Military (men)	1

	18½ HOURS
Applied Music Elective	2
Music Ensemble	½
Music 104—Music Theory	4
Music 142—Elements of Conducting	2
Music 180—Piano[4]	2
Music 181—Voice[4]	2
Psych. 100—Introduction to Psychology	4
Physical Education	1
Military (men)	1

THIRD YEAR	17½ HOURS
Ed. 201—Foundations of American Education	2
Music Ensemble	½
Music 213—History and Appreciation of Music, I	3
Music 230—Choral Literature and Conducting	2
Science[3]	3
Supplementary Instruments[5]	2
Electives[2]	5

	16½ HOURS
Ed. 240—Principles of Secondary Education	2
Music Ensemble	½
Music 214—History and Appreciation of Music, II	3
Music 231—Choral Literature and Conducting	2
Supplementary Instruments[5]	2
Electives[2]	7

FOURTH YEAR	16 HOURS
Ed. 211—Educational Psychology	3
Ed. 232—Educational Practice in Elementary Education	2
Ed. 241—Technic of Teaching in the Secondary School	3
Ed. 242—Educational Practice in the Secondary School	3
Hist. 262—The United States: World Power in an Industrial Age (since 1877)[6]	3
Music 246—Teaching of Choral Music	2

	16 HOURS
Literature or Art	3
Music 245—Choral Arranging	2
Pol. Sci. 150—American Government: Organization and Powers	3
Electives[7]	8

[1] Rhetoric 101, 102, and Speech 105 or 101 or 141 may be taken instead of Division of General Studies 111 and 112.

[2] Electives must include at least six hours in humanities, social sciences, and natural sciences.

[3] Division of General Studies courses may be elected.

[4] Tests are given in piano and/or voice. If the student has not attained adequate proficiency, he is required to take additional hours in these courses.

[5] If the student has had previous experience on wind instruments, he is requested to take stringed instruments. If he has had previous experience on stringed instruments, he is requested to take wind instruments.

[6] This requirement may also be satisfied by History 151, 152, or 261.

[7] Students are requested to take two of the following courses: Music 242, 243, 244.

INSTRUMENTAL EMPHASIS

FIRST YEAR — FIRST SEMESTER	18 HOURS
D.G.S. 111—Verbal Communication[1]	4
Applied Major	2
Music 101—Music Theory	4
Music 110—Basic Music Literature	2
Music 180—Piano	2
Supplementary Instruments	2
Physical Education	1
Military (men)	1

SECOND SEMESTER	18 HOURS
D.G.S. 112—Verbal Communication[1]	4
Applied Major	2
Music 102—Music Theory	4
Music 180—Piano	2
Supplementary Instruments	2
Physical Education	1
Military (men)	1
Electives[2]	2

SECOND YEAR	17½ HOURS
Ed. 101—Orientation to Music Teaching	2
Applied Major	2
Music Ensemble	½
Music 103—Music Theory	4
Music 180—Piano	2
Science[3]	3
Supplementary Instruments[4]	2
Physical Education	1
Military (men)	1

	18½ HOURS
Applied Major	2
Music Ensemble	½
Music 104—Music Theory	4
Music 142—Elements of Conducting	2
Music 180—Piano[5]	2
Psych. 100—Introduction to Psychology	4
Supplementary Instruments[4]	2
Physical Education	1
Military (men)	1

THIRD YEAR	16½ HOURS
Ed. 201—Foundations of American Education	2
Applied Major	2
Music Ensemble	½
Music 181—Voice	2
Music 213—History and Appreciation of Music, I	3
Music 232—Instrumental Literature and Conducting	2
Science[3]	3
Supplementary Instruments[4]	2

	18½ HOURS
Ed. 240—Principles of Secondary Education	2
Applied Major	2
Music Ensemble	½
Music 214—History and Appreciation of Music, II	3
Music 233—Instrumental Literature and Conducting	2
Supplementary Instruments[4]	2
Electives[2]	7

FOURTH YEAR	16 HOURS
Ed. 211—Educational Psychology	3
Ed. 232—Educational Practice in Elementary Education	2
Ed. 241—Technic of Teaching in the Secondary School	3
Ed. 242—Educational Practice in the Secondary School	3
Hist. 262—The United States: World Power in an Industrial Age (since 1877)[6]	3
Music 244—Teaching of Instrumental Music	2

	16 HOURS
Instrumentation	2
Literature or Art	3
Pol. Sci. 150—American Government: Organization and Powers	3
Electives[7]	8

[1] Rhetoric 101, 102, and Speech 105 or 101 or 141 may be taken instead of Division of General Studies 111 and 112.

[2] Electives must include at least six hours of humanities, social sciences, or natural sciences.

[3] Division of General Studies courses may be elected.

[4] Four hours of winds and percussion and four hours of strings are required. The remaining four hours are assigned in strings or winds.

[5] Tests are given in piano and/or voice. If the student has not attained adequate proficiency, he is required to take additional hours in these courses.

[6] This requirement may also be satisfied by History 151, 152, or 261.

[7] Students are requested to take two of the following courses: Music 242, 243, 246.

ARCHITECTURE AT ILLINOIS

College of Fine and Applied Arts

FA

Graduate design

THE PROFESSION OF ARCHITECTURE

Architecture is a visual record of man's achievements. To add significantly to that record, the architectural profession must recruit men of disciplined intellect and gifted imagination, for architecture combines the orderly thinking of science with line, form, and color—the elements of art.

The architect must conceive of a building, not only as an arrangement of spaces to be used in a variety of ways, but also as a sculptural form against the skyline and as an assemblage of materials so connected as to be stable against wind and even earthquake.

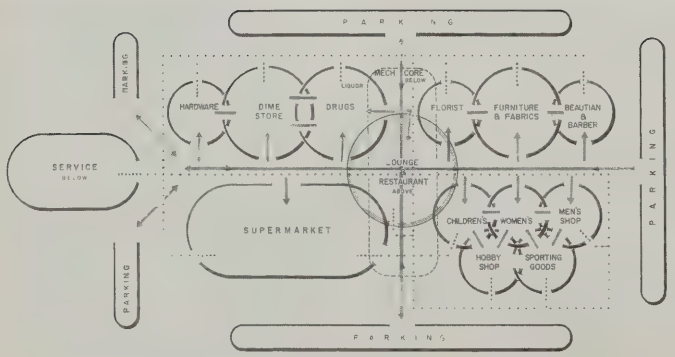
A building must deflect rain and snow. It must filter the air, and heat and cool it. It must resist the erosive effect of time. And it must be beautiful—it must feed the spirit of man. This is the challenge of architecture.

Fifth year projects

WHAT AN ARCHITECT DOES

Although an architect may dream, his dream is preceded by a practical analysis of his client's requirements. If he is to build a house, he must find out how the owner lives. If he is to build a factory, he must study the manufacturing process. He must also know how much money the client is able or willing to spend.

Once the program of requirements is established in relation to a reasonable budget, the architect thinks of various ways in



Flow diagram

Thesis discussion

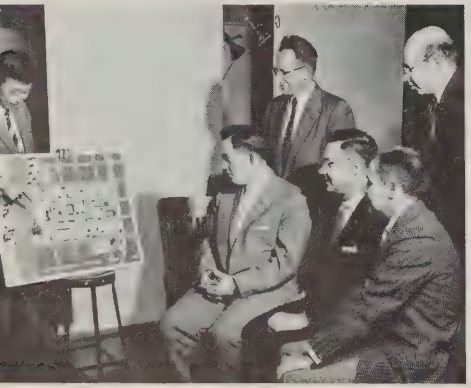
which these requirements can be met. Sketches and models help him to study relationships and spaces. Some spaces may call for excitement and gaiety; others, for repose. The space enclosure must harmonize, both inside and outside, with the general environment—landscape or cityscape. Mechanical aspects of the building, such as lighting, must be designed to be both efficient and imaginative.

The architect follows these preliminary sketches with more specific drawings—then working drawings, specifications, shop drawings, and even mock-ups of certain areas and equipment. He also concerns himself with business—contractual agreements, supervision, accounting, and payments. However, in all stages the goal remains constant—the creation of buildings which effectively serve the people who use them.

Site development

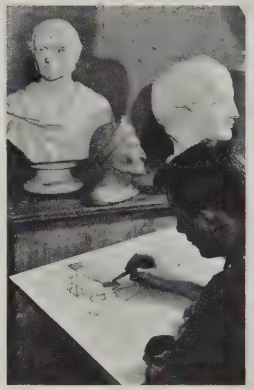
Perspective presentation

HOW TO BECOME AN ARCHITECT

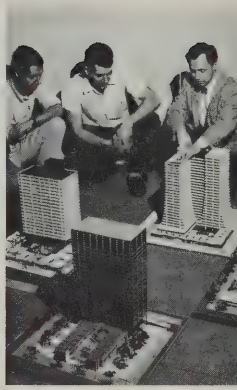


Planning

Design



Freehand

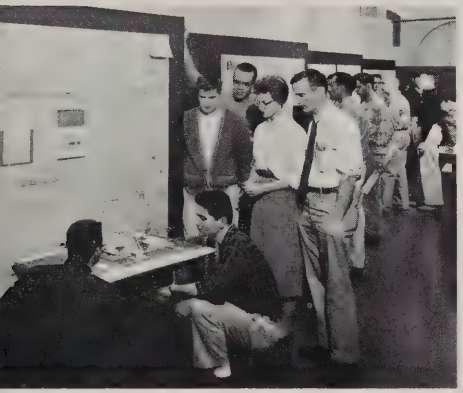


Models

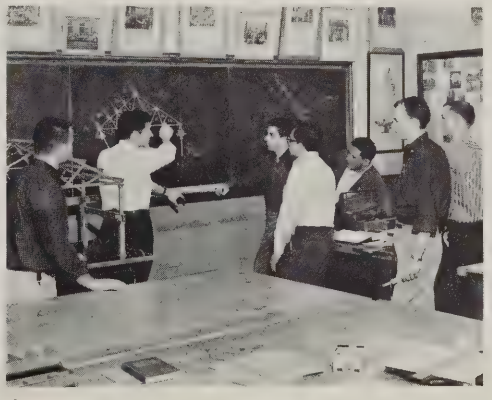
The importance of a general education for an architect is evident. Since the architect builds for people, the more he can learn about people from humanistic studies, the better.

Because he is legally responsible for the health, safety, and welfare of those who will occupy his buildings, the architect must pass a state examination before he is licensed to practice. This usually requires five years of study in an accredited school, and three years of professional experience under a licensed architect.

Elements of this preparation include mathematics, a knowledge of building materials and their proper uses, an acquaintance with the great buildings of the past and present, thorough grounding in the principles and ethics of professional practice, the ability to draw quickly and accurately, and, above all, the ability to plan and design. Here emphasis is placed on a synthesis of the knowledge and skills gained in other courses, and it is in these areas that the creative spirit is most apt to become evident. However, the creative approach should be a total development, and competent specialists in structure, building equipment, and other aspects of architecture are essential to progress.



Exhibits



Structures

Sculpture

Materials

Exhibition

Beaux Arts Ball

Ricker Library

ARCHITECTURE AT THE UNIVERSITY OF ILLINOIS

The University of Illinois is among the earliest professional architectural schools in this country and was the first to award a professional architectural degree. This degree was granted in 1873 to Dr. Nathan Clifford Ricker. (The University's outstanding architectural and art library is named after Dr. Ricker.)

Since that time, the University of Illinois has continued to play a major role in architectural education. Almost one-tenth of the architects who have received degrees in architecture and architectural engineering in the United States studied at the University of Illinois.

The educational background and professional experience of the faculty, which numbers approximately 50 persons, are extremely varied. Because faculty members maintain active contact with their profession through medical research and consultation and as registered architects and engineers, students become acquainted with practice as well as theory.

Association with the Department of City Planning and Landscape Architecture, the Small Homes Council, and the Department of Art places before the student a wealth of resource which is equaled in few architectural schools. The large building program of the University offers students an opportunity to become familiar with actual construction through access to drawings and inspections of buildings during various phases of construction.

The location of the University of Illinois is within easy access to two metropolitan areas, Chicago and St. Louis, thus enabling the Department to conduct student inspection trips to these cities as well as other Midwest centers of architectural interest.

Exhibitions play an important role in acquainting the students with significant architecture of the past and present. Exhibits of student work are also circulated to major centers in this country and abroad.

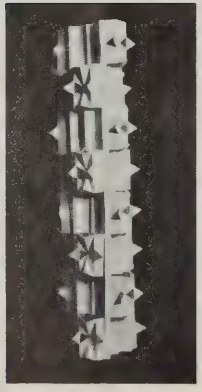
Student activities are focused on such professional organizations as the Student Chapter of the American Institute of Architects, Scarab, and Gargoyle, as well as the professional-social fraternity, Alpha Rho Chi. Students are also active in the Fine Arts Council which sponsors receptions, the Beaux Arts Ball, and other social and professional events.

Architecture Building

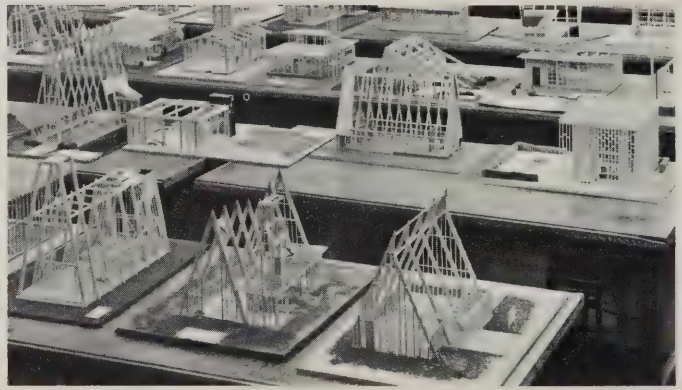
THE CURRICULUM IN ARCHITECTURE

Students in architecture at the University of Illinois are given the choice of two options: General or Engineering. Both require five years of study; both prepare for practice; and both lead to the same degree—Bachelor of Architecture. In the General option, the student spends his last year concentrating on complex problems in planning and on aesthetic considerations; in the Engineering option, the student does advanced work in structural theory and design.

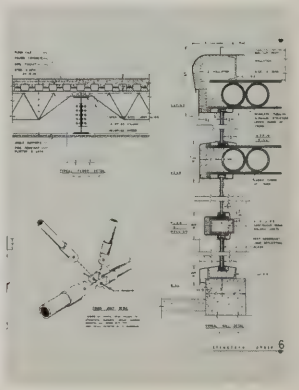
Art



Design



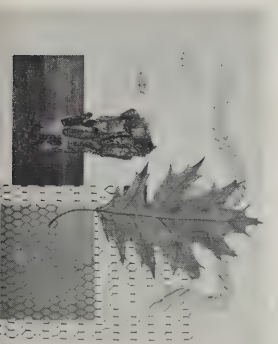
Construction

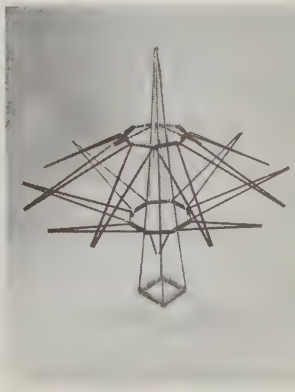


Detailing

The case methods of instruction in design, long the primary method of instruction in architectural schools, is followed at the University of Illinois. In this method, a building on a specific site is proposed as a problem. Each student develops his own solution to the needs and conditions of the problem, such as space requirements, traffic patterns, building codes, and zoning, and presents it to the person chosen as the "client" for the particular problem and to a faculty committee. His presentation includes whatever oral explanation he deems necessary for an understanding of his solution. The problems assigned frequently are problems posed by a service organization or a governmental agency.

In the study of structures, a student determines the structural system most appropriate and economical for given architectural design. The courses involve the analysis and design of trusses, beams, girders; the study of subsurface conditions and their



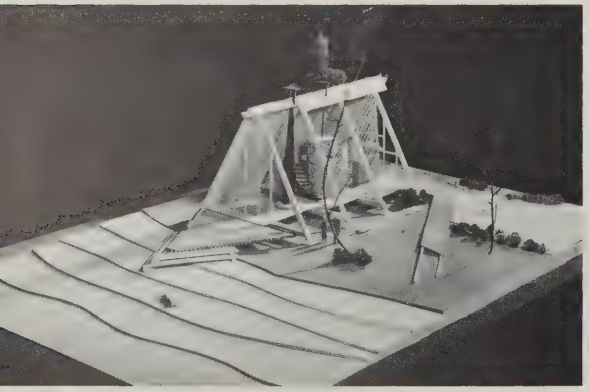


effect on construction of foundations; consideration of structural strength necessary to resist the natural elements.

Courses in building materials are concerned with the selection and specification of materials in relation to structural requirements, building codes and practical application. Paralleling the study of materials and structures are courses relating to ventilating, heating, cooling, and lighting.

Skill in graphic expression is essential for the architect and receives considerable emphasis. Office procedure and the legal aspects of the architectural profession are also included.

In courses relating to the history of architecture, the student is introduced to the social and cultural history of mankind, as well as to changes in architectural form and expression. Through study of this vast laboratory of building experience, the student

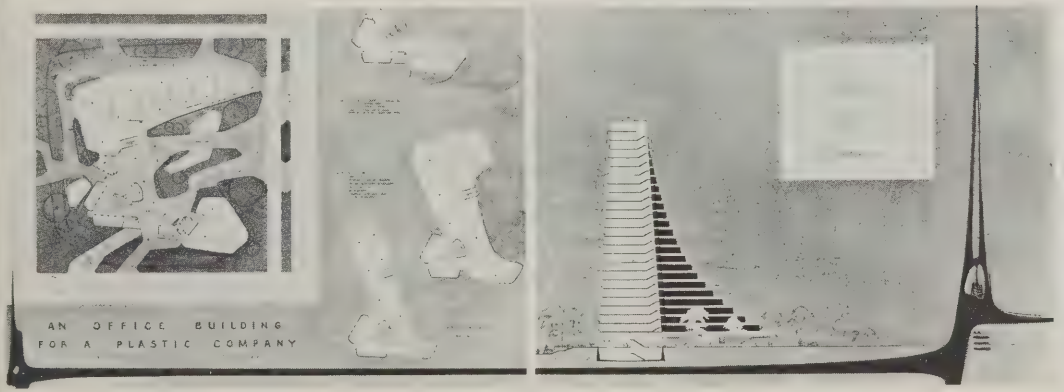


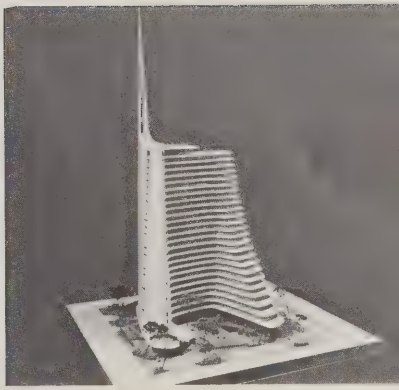
Second year design: model and perspective

Watercolor

also becomes aware of the significant forward trends in numerous areas, such as fire resistance of buildings, mechanical equipment, and materials.

In addition to the technical subjects, the curriculum specifies study in rhetoric, mathematics, physics, and sociology. The election of courses from areas other than architecture provides for a general as well as professional education.





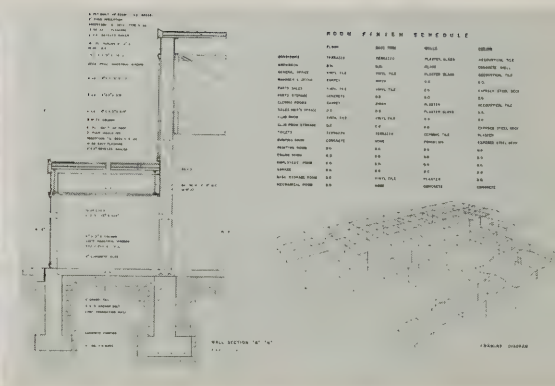
Fifth year design: plan, section and model

GRADUATE STUDY

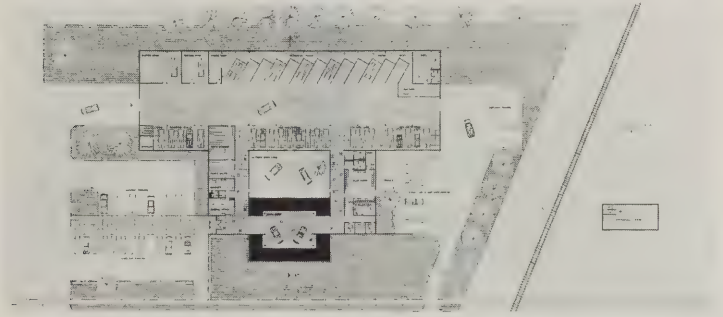
The Department of Architecture offers a program of graduate study, under the regulations of the Graduate College, leading to the degrees of Master of Architecture and Master of Science in Architectural Engineering. Fields of specialization are architectural design, advanced structural theory and design, materials and methods of construction, and history of architecture.

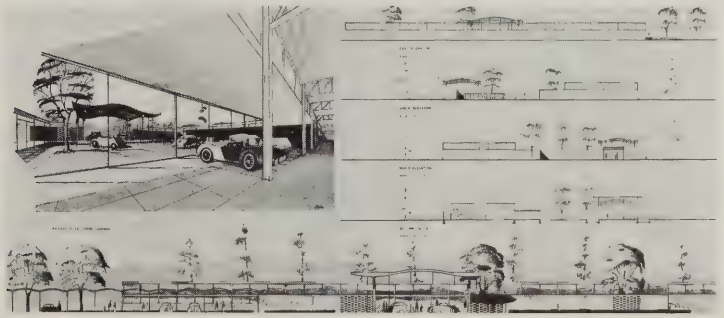
Planning

Design



Construction





Undergraduate thesis project

FOR FURTHER INFORMATION ABOUT ARCHITECTURE, WRITE TO THE

College of Fine and Applied Arts
University of Illinois
Urbana, Illinois

ART AT ILLINOIS

College of Fine and Applied Arts

DEPARTMENT OF ART

The University of Illinois offers opportunities for the study of art which are equaled by only a few other institutions in the nation. Whether the student desires to prepare for a career in one of several special fields, or simply elect one or more courses in art for personal enrichment, the educational environment is unusually favorable for his artistic growth.

Within the framework of resources for liberal education such as only a large and distinguished university can provide, a faculty of more than fifty artists and scholars offer instruction in more than one hundred courses covering many different aspects of art. The student can pursue integrated programs in advertising design, art education, art history, industrial design, and painting; or he can elect one or more courses in art history and appreciation, drawing, design, painting in a variety of media, sculpture, printmaking, ceramics, metalwork, and other crafts.

Graduate courses leading to the degrees of Master of Arts, with a major in either art history or art education, and Master of Fine Arts, with a major in either painting and printmaking or in design, with concentration in advertising or industrial design, are offered under the regulations of the Graduate College.

The members of the faculty, carefully recruited for outstanding professional competence and achievement, are active in their fields. Many are engaged in individual creative work and are frequently recipients of important awards in national exhibitions. Others are engaged in significant historical research and consulting activities.

Outstanding resources for the aesthetic and intellectual development of students include the Ricker Library, one of the largest art and architectural libraries in the nation; the Krannert Art Museum with its excellent permanent collections and intensive program of changing exhibitions; the comprehensive artistic community represented in the several divisions of the College of Fine and Applied Arts; the rich complex of artistic events which compose the biennial Festival of Contemporary Arts; the great variety of lectures, symposiums, musical events, dramatic productions, and other cultural events which are continually taking place on the campus. All these interlock to form an enviable environment for the study of art.

Students find inspiration in the changing exhibition program and in the extensive resources of Ricker Library.

Model of Fine Arts Building and Krannert Museum of Art. Construction completed 1959.

ADVERTISING DESIGN

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To become effective in the highly professional and competitive fields which produce vast amounts of promotional printed matter daily, the young advertising designer must develop a creative attitude in working with art, photography, typography, and illustration, and attain an ability to combine these elements in a manner to evoke consumer response.

The curriculum in Advertising Design offers the student a wide range of contemporary techniques and styles, based on firm principles of design, in the areas of advertising layout, typography, illustration, graphic processes, and production methods. Included in the program are courses in printing, advertising campaigns, merchandising, and salesmanship, knowledge of which is indispensable to the designer. Studio work is augmented by field trips and by visits from professional designers.

Working under conditions approximating those encountered in the field, the student strives for creative, imaginative, and analytical solutions to problems in visual communication ranging from the highly experimental to the practical. Assignments include newspaper and magazine layouts, posters, packaging, direct mail pieces, illustrations, and three-dimensional displays.

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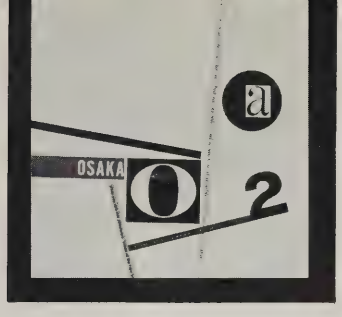

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1. Editorial spot drawing
2. Cover for direct mail folder
3. Typographic design
4. Cover for TV program announcement
5. Direct mail cover
6. Magazine cover
7. Pharmaceutical brochure cover
8. Trademark designs

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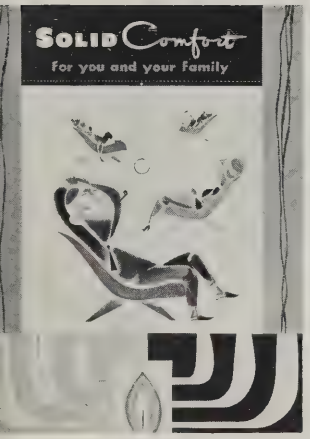

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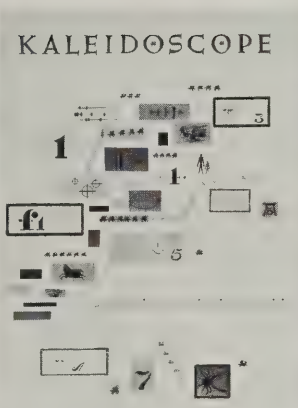

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ART EDUCATION

The nation's schools are in need of talented teachers of art. For the student interested in teaching art and in attaining high performance as an artist the Department of Art offers a curriculum in Art Education. The program is specifically designed to develop the student's creative abilities through such courses as drawing, design, painting, and the crafts.

The potential art teacher also follows a sequence of courses in psychology and education. These provide a background in how learning takes place, methods of teaching, and principles and goals of public education.

In the senior year, the student is assigned to an elementary or secondary school for six weeks of practice teaching. These schools in various parts of Illinois are carefully selected for their excellent programs in art education and for their superior teachers. In such schools, the student is given the opportunity to apply what he has learned about art and education.

Upon graduation, the student is eligible for a teaching certificate in Illinois. This permits him to teach or supervise art in the elementary schools or in high schools.

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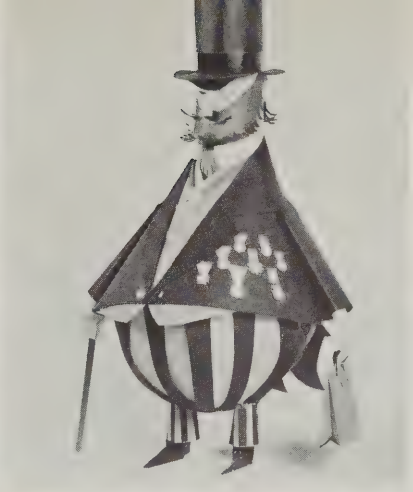

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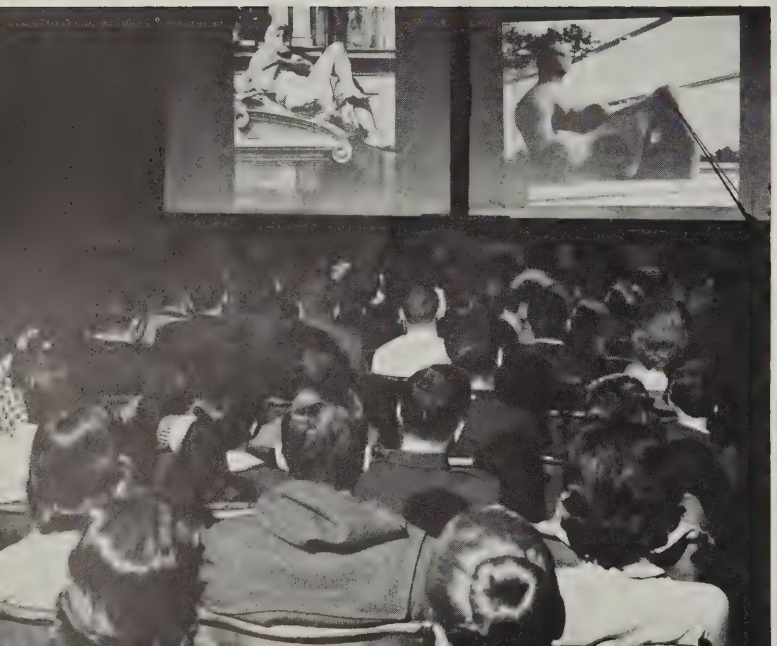
1. Selecting colors for a mosaic panel
2. Panel designed with yarn and burlap
3. The Diplomat, paper sculpture
4. Senior student practices the art of teaching

4

HISTORY OF ART



The curriculum in the History of Art offers an opportunity to study the arts as meaningful expressions of culture. This opportunity is enhanced by the collections of paintings, prints, and other objects in the Krannert Art Museum and by the extensive collection of books on the arts in the Ricker Library. Through training in discernment and objective evaluation, the student is aided in establishing a basis for criticism—one which is both flexible and cohesive.

Students who major in the History of Art may do graduate work which will qualify them for teaching on the college level. Other activities for which their training prepares them include curatorial and educational work in museums, critical writing for newspapers and magazines, and the purchase and sale of works of art.

The study of the History of Art serves also as a liberal education in itself, whether or not the student pursues professional work.

1. Both similarities and differences in the conception of the arts of various periods are demonstrated by frequent comparisons.
2. Original works of art furnish a stimulating source for study and discussion.
3. A large selection of international periodicals on the arts is available at all times in the Ricker Library.

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INDUSTRIAL DESIGN

The University of Illinois was among the first schools to recognize the importance of industrial design, establishing a degree program in this subject in 1937. The curriculum has been periodically revised to keep it abreast of the educational demands of this dynamic profession. Today, this program is prominent for its large enrollment and because of the impressive achievements of its students in national student design competitions. Many of its graduates have risen to positions of leadership—in corporate design offices and through independent professional practice.

Illinois has much to offer the student of industrial design. As part of a large and comprehensive Department of Art, the program is solidly rooted in fundamental studies in the fine arts. The extensive library resources and the great variety of courses, which only a large university can provide, are important assets to the study of industrial design which cuts across several disciplines—art, engineering, and business.

The specialized courses of the third and fourth years are taught by a faculty made up entirely of men who are active in the field. The method of teaching closely approximates actual professional practice. Classroom work is augmented by field trips and by visits from practicing designers and specialists in related areas. During the fourth year, the student may specialize to a high degree in the design of products, displays, or interiors.

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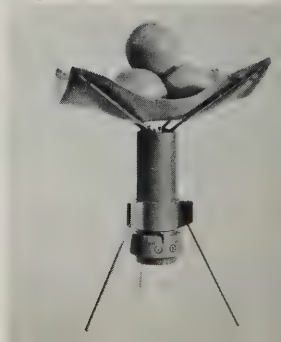

1. Dictating machine
2. Linear and planar space problem, welded steel
3. Automobile study
4. 8mm movie camera, turret lens
5. Collapsible household scale
6. Sand casting aluminum
7. Kite Derby Day, Design Workshop
8. Tin snips, form study
9. Telephone, plastic molding
10. Walnut coffee table with steel tension rods

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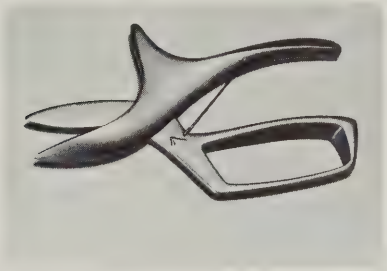

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PAINTING

The curriculum in painting provides the student with a liberal education and concentrated experience in a professionally oriented studio program designed to develop proficiency in painting, drawing, printmaking, and illustration. During his four years of undergraduate study, the student may have studio instruction under approximately sixteen different artist-teachers in design, composition, drawing, painting, printmaking, sculpture, illustration, and the crafts. The permanent staff is augmented each year by a distinguished visiting artist-in-residence.

The student benefits by contact with the educational advantages and cultural resources which a large institution can offer, and by participation in an active community of practicing artists and scholars. The art student has available for his enrichment an exhibition program, including the University of Illinois Biennial Exhibition of Contemporary American Painting and Sculpture and the Biennial Printmaking and Drawing Exhibition, a permanent collection of contemporary painting and sculpture and other collections housed in the Krannert Art Museum, as well as one of the largest art libraries in the country.

The painting curriculum is designed to provide a solid core of drawing, painting, and printmaking, but because of its breadth, it also forms an excellent base training for further study or professional work in allied art fields. In the first two years the studio courses stress fundamental design, representational and technical skills, and the structure of nature. The third and fourth years are devoted to the development of personal expression and the understanding of contemporary styles.

1. Painting from the model
2. Pencil drawing
3. Composition in oil
4. Figure study in oil
5. Collage and oil painting
6. Advanced painting class

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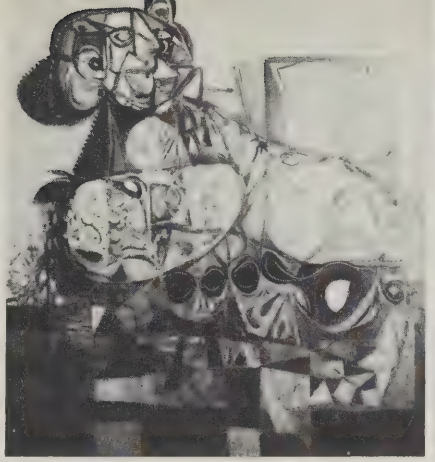

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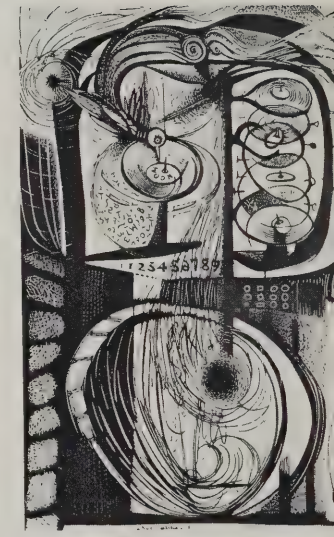
CRAFTS • PRINTMAKING • SCULPTURE

The University provides excellent opportunities for the study and practice in these important areas of the creative arts. Students who take all the available courses in one of these areas find it possible to develop a high degree of competence and insight in the work pursued.

Specialized facilities for the study of both ceramics and metalwork enable the interested student to undertake a variety of creative and technical experiences in either discipline.

The facilities for printmaking encourage the student to undertake work in engraving, etching, lithography, and woodblock. During recent years, students enrolled in these courses have received an impressive number of awards and honors in national and regional exhibitions.

Students in sculpture work in a variety of materials; those in advanced classes are afforded opportunities to carve directly in wood and stone, and to execute works in cast and welded metal, as well as in clay.



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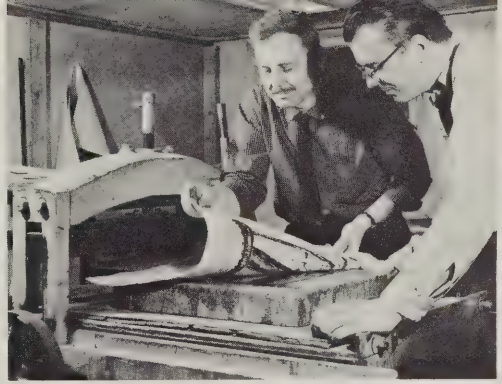

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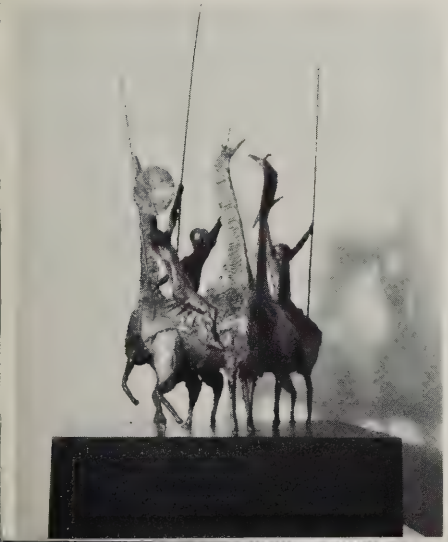
1. Wood sculpture, expanded mahogany
2. Relief print from woodcut
3. Jewelry in silver, ebony and gems
4. Pulling proof from lithographic stone
5. Proof from zinc etching
6. Sculp-metal and steel
7. Sculpture in welded copper and steel
8. Thrown bottle, stoneware



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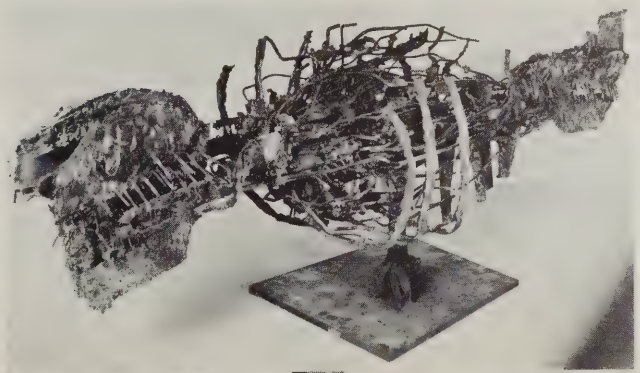

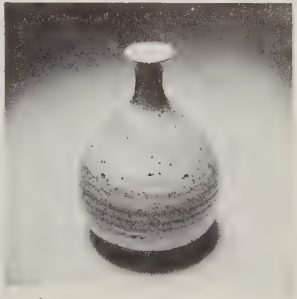

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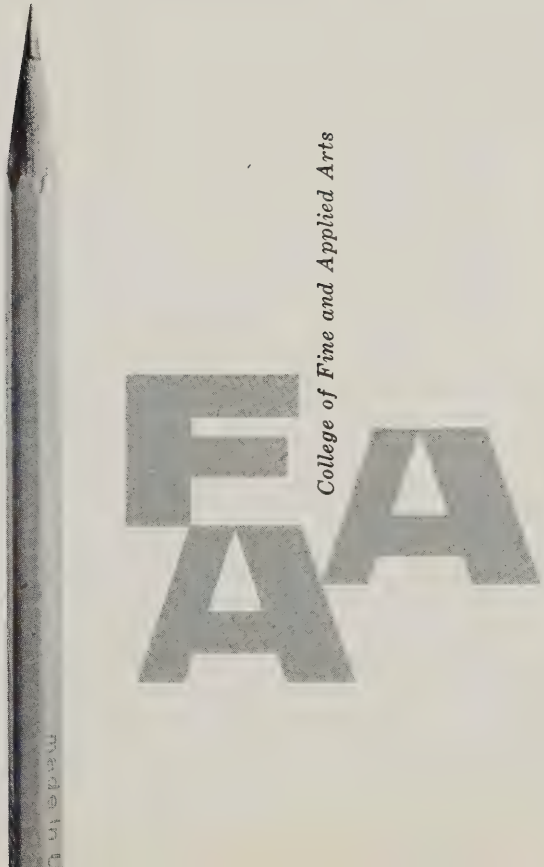
design: R. Perlman

FOR FURTHER INFORMATION ABOUT ART, WRITE TO THE

College of Fine and Applied Arts
University of Illinois
Urbana, Illinois

CITY PLANNING AND LANDSCAPE ARCHITECTURE AT ILLINOIS



CITY PLANNING AND LANDSCAPE ARCHITECTURE AT THE UNIVERSITY OF ILLINOIS

The University of Illinois with its great libraries and its multiple teaching and research facilities brings together elements that are essential to the effective teaching of city planning and landscape architecture.

The curricula for these programs take advantage of facilities in related areas which the University offers: urban land economics, urban and regional geography, urban and regional sociology, highway engineering, political science, architecture, botany, recreation, horticulture, and floriculture.

As a part of the College of Fine and Applied Arts,

the Department has close association with professional work in many aspects of design. The faculty has a background of experience and maintains active participation as city planners and landscape architects by consulting work and by associations with city governments and park organizations. Lectures and exhibits, as well as the biennial Festival of Contemporary Arts, bring to the campus well-known professionals and examples of their work.

In addition to its departmental library, which was established more than thirty years ago and which includes a comprehensive collection of slides as well as books, the Department has access to the University map and geography library which contains one of the largest cartographic collections in the United States.

The library facilities are supplemented by an audio-visual aid collection. The films, film-strips, and photographic equipment are valuable teaching and research aids.

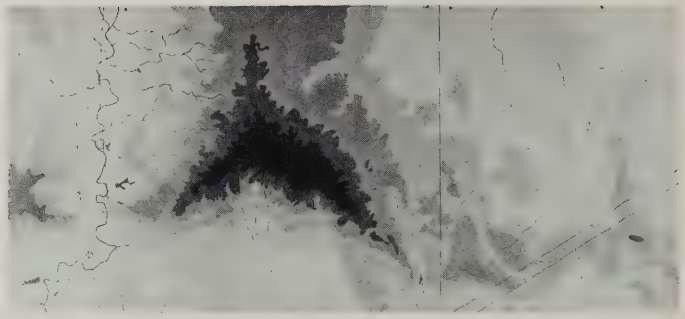
Associated with the Department is the Bureau of Community Planning which carries on research, extension, and action programs relating to urban, metropolitan, and regional problems within Illinois. Located on the campus the state surveys and resource agencies, engaged in many research activities including the assembling of data and maps relating to geology, natural history, and water, are of considerable value to students of city planning and landscape architecture.

Forsite, the student organization within the Department, adds to the student's professional knowledge by conducting discussions and projects of professional interest.

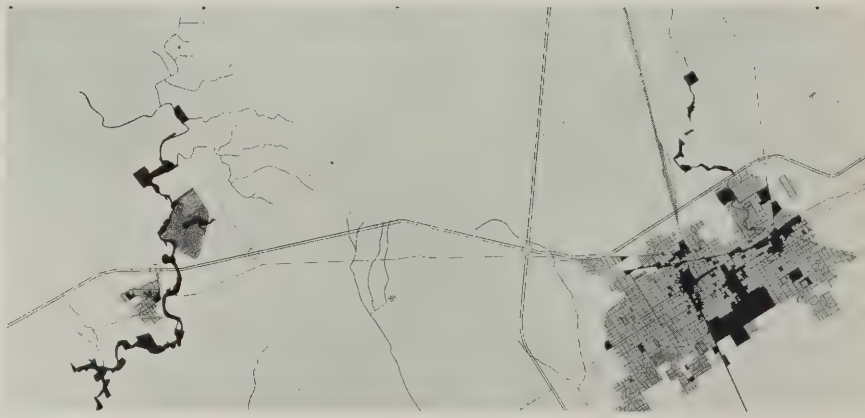
ILLINOIS: A LABORATORY

Students who choose to study city planning and landscape architecture at Illinois have not only the resources of a major school but also a richly-endowed natural laboratory—the state of Illinois. The 56,000 square miles which comprise the state present a variety of environments and natural conditions that mirror the major challenges facing the planning and landscape profession. Many lakes, rivers, and streams have the potential for the development of recreation, water transportation, power, and flood control. The geography includes a highly productive agrarian complex ranging from the corn belt to forests and to the rolling country of southern Illinois where natural resources, such as coal and oil, are abundant. A variety of urban areas, from small cities to the great metropolis of Chicago, may be used as examples for study.

The growth of cities, the industrialization of farm sections, and a vast new highway network create problems which require professional guidance to achieve orderly and economical development. Numerous services will be required as communities become aware of their needs and of the contributions that planners and landscape architects can make to alleviate their problems.



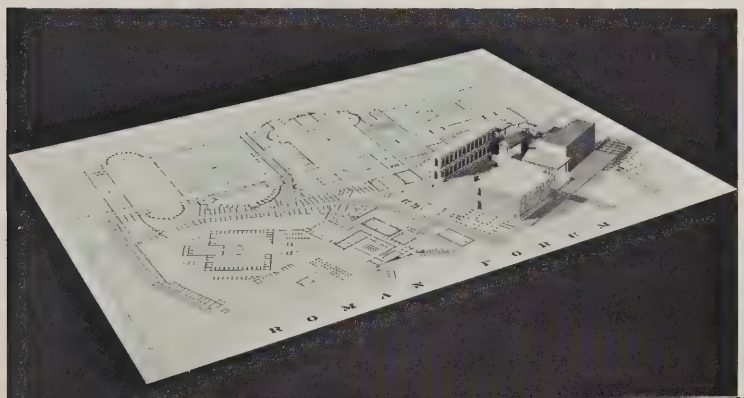
Studies of the Mahomet-Champaign-Urbana area

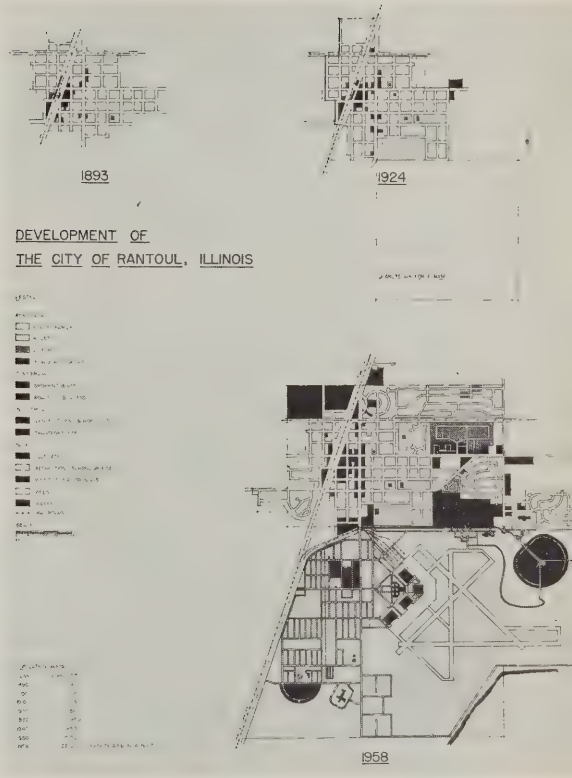


BASIC STUDIES

In preparation for the professional aspects of city planning and landscape architecture, the student studies the home, its immediate environment, and the elements that serve residential areas in the daily patterns of living: parks and play areas, schools, churches, shopping centers, and other neighborhood facilities. He learns to identify, record, describe, and compare significant examples of environmental design. He then applies the planning and design processes to real or theoretical problems. In this way the student is able to achieve a sensitivity to the world around him, to communicate design ideas through new techniques, and to make decisions in planning and design that take into account the social, economic, and legal considerations that help to shape environments.

Townscape—A building and space grouping





A CAREER IN CITY PLANNING

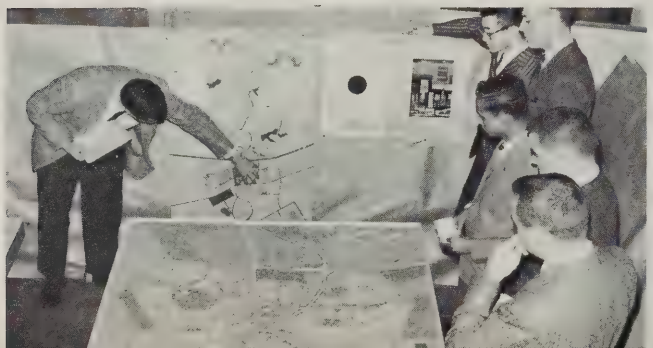
City planning developed in response to the problems of living in urban areas. Throughout this country communities are faced with problems of slums, traffic, schools, industry, and similar activities. The planner must be prepared to interpret the wants of people and to create plans for an environment that will contribute to the best development of a community. He observes trends in population and in commerce and industry. He anticipates the effects of new inventions on the living habits of people. He reads and draws maps, compiles information on births and other population changes, forms designs for areas in the community, and collaborates with professionals in engineering, architecture, sociology, and many other disciplines. Private citizens, public officials, and community groups cooperate in the execution of his plans.

CURRICULUM

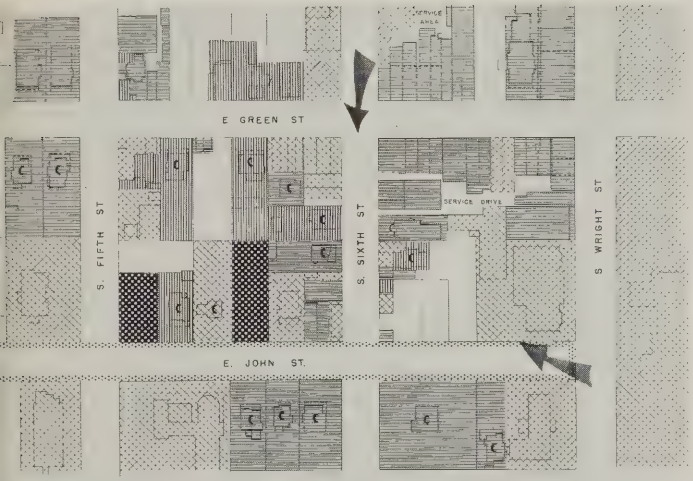
The undergraduate and graduate programs at Illinois prepare the students for practice with public agencies and private consultants. The student is grounded in the theory and techniques of his profession and given experience in planning analysis, design, and administration through projects that include city development and rebuilding, and regional planning. Studio problems provide opportunities for the student to take a professional approach to the solution of urban problems.

The community is studied by means of the elements that are physically identifiable—a representative area such as a neighborhood or an industrial park, or an important function such as the school system or the road pattern.

Later the community is studied and planned as a whole, with all the elements interrelated. Because the community under study is reviewed in relation to the region in which it is located, much field work and analysis of data are needed. Solutions in the form of maps and models are then worked out. Students also examine major problems, such as the redevelopment of blighted areas, industrial park plans, or expressway links between major cities.



Analysis of neighborhood in transition



CHANGE & STABILITY

LEGEND

CONDITION OF STRUCTURES & STREETS

GOOD (FREE FROM BASIC DEFICIENCIES)

FAIR (REQUIRES MINOR REPAIRS)

POOR (REQUIRES MAJOR REPAIRS)

DEMOLITION IN PROGRESS

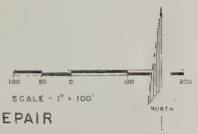
C CONVERTED STRUCTURE

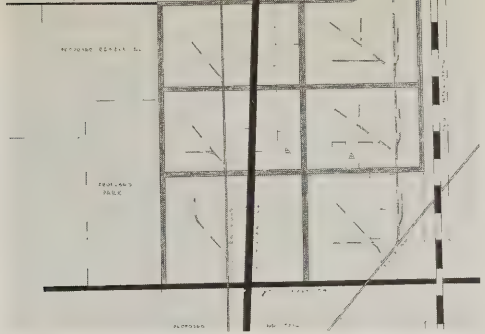
POOR STREET SURFACE - REQUIRES MAJOR REPAIR

DIRECTION OF GROWTH

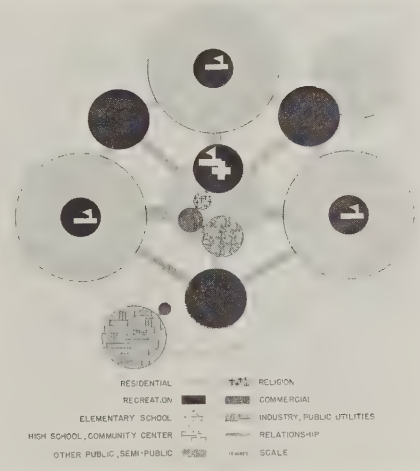
DIRECTION OF UNIVERSITY GROWTH

DIRECTION OF COMMERCIAL GROWTH





An industrial park



Diagrammatic study of functions for community of 5,000

A CAREER IN LANDSCAPE ARCHITECTURE

The landscape architect deals with land forms and spaces for a variety of functions and at many scales. He develops plans which tastefully conserve and adapt the landscape for human use and enjoyment. He applies the science of conservation to the design of the regional landscape—a professional challenge in view of the rapid disappearance of wilderness, natural scenery, and rural landscape. He uses his creative art in developing open land spaces in urban areas—in subdividing land for residential, commercial, and industrial purposes; and in designing streets, roads, parkways, golf courses, schools, colleges, parks, and recreation areas.

The landscape architect works with architects, engineers, city planners, and others in public and private offices.

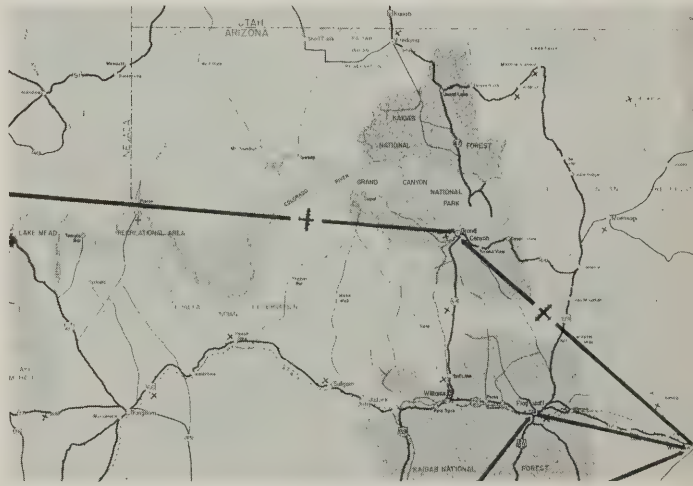
CURRICULUM

The University of Illinois, which has a distinguished record of instruction in Landscape Architecture, deals with all facets of landscape architecture and landscape operation in its undergraduate and graduate programs. Cost, construction details, plant forms, and maintenance and service become considerations in landscape design-training at the professional level.

The student is introduced to the study of the regional landscape as a basis for development of recreational and aesthetic resources. Special attention is paid to the areas deemed worthy of development and incorporation in state and national park systems. Problems of urban fringe areas are also considered.

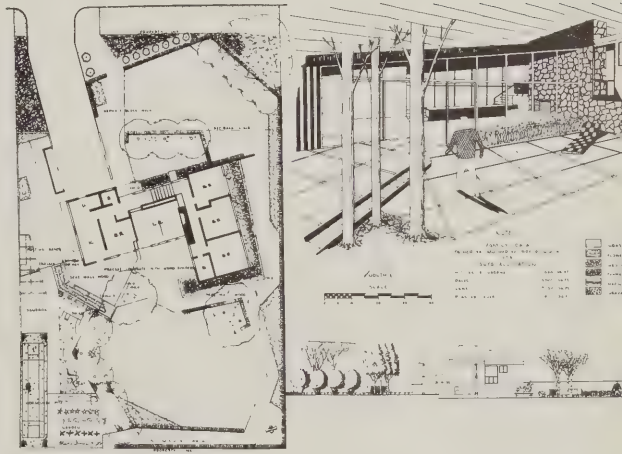
In projects undertaken with city planning students, new towns are designed, and studies are developed which show the linkages between urban and rural landscapes. The field problems chosen make use of the wide-ranging qualities of the Midwest landscape. In some problems specific sites in national and state parks are chosen because they permit a choice of varied land forms and also illustrate the impact of man on natural forms.

Regional factors—Grand Canyon study



Park-School development plan

Plan of landscape development for residence



design: R. Perlman

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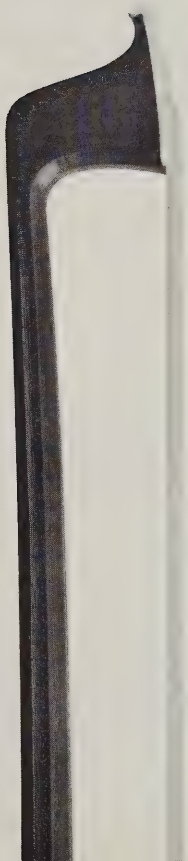
College of Fine and Applied Arts
University of Illinois
Urbana, Illinois

MUSIC AT ILLINOIS



College of Fine and Applied Arts

THE SCHOOL OF MUSIC

A scene from a performance by the University Opera Group, under the direction of Ludwig Zirner.

Those who are enthusiastic about music and who have talent which embraces an artistic sensitivity in performance or creativity should consider music as a career. With a large and distinguished faculty and staff who devote their talents to the teaching of all phases of music, the University of Illinois School of Music offers a comprehensive and varied program to all students — undergraduate and graduate, professional and nonprofessional.

Today, more than ever before, music is a part of American life, and professionally trained musicians are needed as teachers (private, elementary, secondary, college), as performers (opera, symphony, solo artists, radio-television), as church organists and choirmasters, as music therapists, as composers and arrangers, as administrators, as librarians, as instrument technicians, as research personnel and as business people (publisher, manufacturer, merchant, sales and promotion).

The School of Music faculty is available for consultation and counseling and is anxious to help students develop their particular abilities to the fullest extent possible. They are, on the basis of their comprehensive background of professional activities and teaching experience, eminently qualified to recognize individual talents and to suggest programs of study rich in musical understanding and thorough in preparation.

The University tuition includes costs of all classes in music and private instruction in applied music. Music students pay the laboratory, library, and supply fee required of all University students, but there is no extra fee for the use of instruments, equipment, and practice facilities.

Smith Music Hall, headquarters of the School, is one of seven buildings in use.

Bernard Goodman, conductor, at work with the all-student University Orchestra.

Walden String Quartet, artists in residence and members of the School of Music faculty: Homer Schmitt and Bernard Goodman, violinists, John Garvey, violist, and Robert Swenson, cellist.

The Men's Glee Club, conducted by Harold A. Decker, at the Brussels World's Fair, Summer of 1958.

ORGANIZATIONS AND ACTIVITIES

The School of Music organizations include the University Symphony Orchestra, the University Choral Groups (Oratorio Society, University Chorus, Women's Glee Club, Men's Glee Club, University Choir, Madrigal Singers, and Chamber Choir), the Opera Group, the Wind Ensemble, the Collegium Musicum, the Percussion Ensemble, and many student chamber groups.

Artist-faculty members of the School of Music and faculty ensembles, including the Walden String Quartet, the University Trio, the Woodwind Quintet, and the Baroque Players, present concerts throughout the school year. Frequent visits by distinguished personalities and special projects, such as in the Festival of Contemporary Arts, augment the curricular offerings and acquaint students with current trends within the profession.

Faculty and student soloists and ensembles appear in concerts, demonstrations, and clinics throughout Illinois and the country each year and are active in their respective national professional organizations.

SCHOLARSHIPS AND STUDENT FINANCIAL ASSISTANCE

Undergraduate scholarships and graduate fellowships, scholarships, and assistantships are available to qualified applicants. Many students are able to secure part-time employment. For specific information write to the Director of the School of Music.

A portion of one of the many choral groups maintained for University students, faculty, and townspeople.

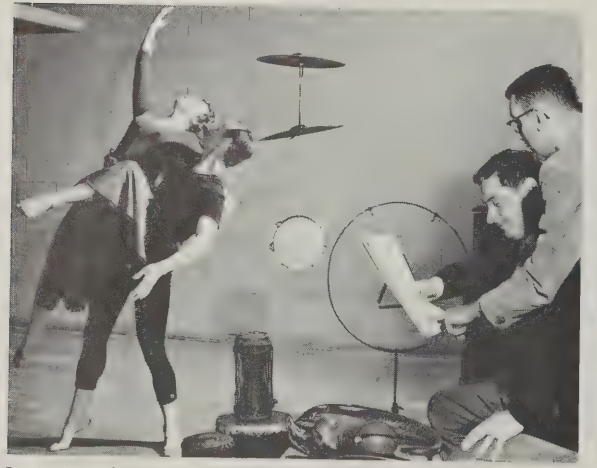
Collegium Musicum under the direction of George Hunter.

Merce Cunningham, visiting dancer in residence, in preparation for the Biennial Festival of Contemporary Arts.

Chamber music, an important part of every student's musical experience.

The faculty Woodwind Quintet: Charles Delaney, flute, David Ledet, oboe, Austin McDowell, clarinet, Thomas Holden, horn, and Edward S. Berry, bassoon.

Paul Rolland, violinist, assisting students in the art of teaching.



Benjamin Johnston coaching a student composer in music for the dance.

APPLIED MUSIC AND PROFESSIONAL PROGRAMS

BACHELOR OF MUSIC

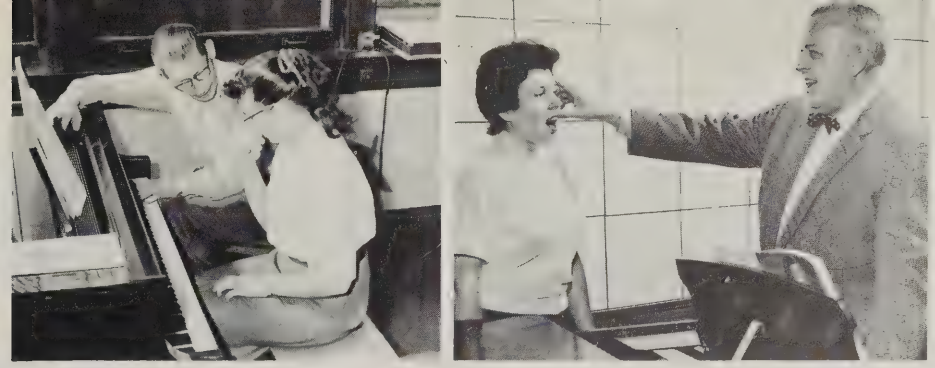
The School of Music offers a curriculum with four options leading to the degree of Bachelor of Music. The options are voice, composition-theory, history, and instrumental, including band and orchestra instruments.

A student throughout his course pursues a major applied subject, in which he takes two lessons a week, and a minor or secondary applied subject, in which he takes one lesson a week for three years.

Public performance is a definite part of the training in applied music. As part of the requirements for the Bachelor of Music degree, junior and senior students must present satisfactory recital appearances. For those majoring in the field of music theory or history, an advanced project is required in lieu of the recital.

BACHELOR OF ARTS

Courses leading to the Bachelor of Arts degree with a major in music in the College of Liberal Arts and Sciences are offered to qualified students. The courses in music are predominantly in theory, history, and applied music. Applicants are expected to have a rudimentary knowledge of theory and to possess a moderate degree of proficiency on the piano.



Artists-Teachers in voice and all instrumental areas: Soulima Stravinsky, pianist, and Bruce Foote, baritone, and their students.

Charles Kleinsteuber and a student harp ensemble.

The Percussion Ensemble, Jack McKenzie, conductor.

PROGRAMS IN MUSIC EDUCATION

A student teacher at one of the off-campus locations.

BACHELOR OF SCIENCE IN MUSIC EDUCATION

The School of Music offers a curriculum in Music Education with general, choral, or instrumental emphasis, leading to the degree of Bachelor of Science in Music Education.

In addition to his major applied music subject, the student receives intensive training in piano, voice, supplementary instruments, theory, appreciation, history, and all other areas of music necessary to the teaching profession. During the professional semester of the senior year, each student must gain admission to educational practice and spend a period of six weeks in off-campus student teaching. During this time, he receives supervision, counseling, and professional guidance from both the cooperating teacher and members of the music education faculty.

Qualified graduates of this program are eligible for Illinois Teacher certification.

Group instruction for adult beginners.

Colleen Kirk, Supervisor of off-campus student teaching, conferring with cooperating teachers and music education students.

A student trombone choir.

Music for the elementary classroom teacher.

Carolyn Powell using elementary students as source material for future teachers of piano.

The Wind Ensemble conducted by Robert Gray.

GRADUATE STUDY

Graduate courses leading to the following degrees are offered under the regulations of the Graduate College:

Master of Music, with major concentration in musicology, music theory and composition, applied music (organ, voice, piano, string instruments, and solo wind instruments), and band and orchestra instruments.

Master of Science in Music Education, with various areas of emphasis.

Advanced Certificate in Music Education, a terminal program consisting of a minimum of one year's work beyond the master's degree.

Doctor of Education with a major in Music Education, designed to provide advanced professional preparation for music educators and to develop educational leaders with a high level of musical, professional, and intellectual competence.

Doctor of Philosophy in Musicology, designed for those whose interest lies in research in the history of music, theory of music, psychology of music, comparative musicology, aesthetics, and the general relation of music to social life and thought.

Doctor of Musical Arts, a professional degree program for the composer and performer (piano, organ, voice, violin, and violoncello).

The School of Music, in cooperation with the Graduate College and other University departments, sponsors active research and study programs including music and the dance, ethnomusicology, and experimental music.

Graduate seminar in musicology with Scott Goldthwaite.

Chou Wen-Chung, visiting research associate in ethnomusicology.

Seminar and laboratory in experimental music, under the direction of Lejaren A. Hiller.

EARLY ADMISSION PROGRAM IN MUSIC FOR TALENTED HIGH SCHOOL STUDENTS

This program accommodates and is restricted to students of outstanding musical talents. Work begins in the regular University Summer Session following a student's junior year in high school and is continued in the summer of his senior year.

The purposes of this program are:

To offer professional training in music with University credit to gifted high school students.

To provide an accelerated program and/or a program of study allowing time for work in areas other than music.

To use the two summers prior to usual university admission for acquiring professional growth and development in preparation for careers in teaching and performance.

To provide a program of cultural enrichment which will strengthen the student's secondary education and the program in his high school.

To determine prior to the usual university matriculation whether a student is suited to enter music as a profession.

Students selected for early admission enroll in established degree programs taught by the artist-teachers of the School of Music. Faculty counselors assist each student in determining his program on the basis of previous training, individual talent, and professional needs.

Students in this program pay the regular summer session fees.

Talented high school students in the Early Admission Program.

EXTENSION ACTIVITIES

Music Extension is under the supervision of the Division of University Extension in close cooperation with the School of Music. The services to the state of Illinois are wide and varied.

During the school year, Music Extension maintains curriculum study programs and experimental centers in music instruction; conducts the Illinois All-State Music Activity; holds music education conferences, meetings, and clinics; and serves as a direct and functional liaison between the University and the areas in which it is educating teachers.

Illinois Summer Youth Music (state-wide orchestras, bands, choral organizations, and vocal, wind instrument, piano and string camps) is conducted by members of the Music Extension staff, School of Music faculty, and visiting instructors. It is a correlated part of the music

Illinois Summer Youth Music: a concert in the canvas theatre.

Illinois All-State Music Activity—combined orchestras and chorus.

education program of the Summer Session. In addition to organizational work, elementary, junior, and senior high school students may receive specialized instruction in all areas of instrumental and vocal music. Illinois Summer Youth Music is designed to assist the school music teacher in raising the level of performance of youthful musicians.

Off-Campus Concerts include School of Music student organizations which appear frequently throughout the state and the country for concerts and other appearances. Faculty ensembles and soloists are available also for appearances as described in the off-campus concert brochure which is available from the Office of Music Extension, 608 South Mathews Avenue, Urbana, Illinois.

Robert Swenson and members of the Summer Youth Cello Camp.

A scene from "Hansel and Gretel" staged by the Summer Youth Vocal Camp.

A scene at the annual Choral-Vocal Clinic.

Members of the Summer Youth Senior Orchestra in preparation for a telecast.

EQUIPMENT AND FACILITIES

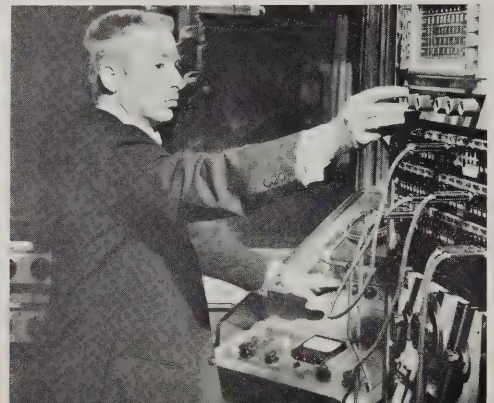
The School of Music occupies the Tina Weedon Smith Memorial Hall and five annex buildings. Smith Memorial Hall contains a recital hall seating 938, sound-proof and air-conditioned practice studios, classrooms, offices, and an excellent music library.

Equipment is provided by the School of Music for all programs of teaching, performance, and research. It includes a complement of authentically reproduced instruments for the performance of early music. All instruments and equipment are kept in excellent condition by a staff of professional technicians. Two large pipe organs and seven practice organs are located in Smith Memorial Hall and the University Auditorium.

The recording and electronic equipment in the School of Music and the University Digital Computer Laboratory represent the latest development for the recording and reproduction of sound. A laboratory is maintained for the study of experimental music.

Ralph McNeely, piano technician, at work in a piano studio.

James Campbell, technician, in the recording laboratory.



Ralph Helmericks and Garland Steward, instrument technicians, servicing a practice organ.

UNIVERSITY OF ILLINOIS BANDS

The University Bands are organized into the Concert Band, the First Regimental Band, and the Second Regimental Band. The Football Band is made up of men students of the Concert and First Regimental Bands plus qualified members of the Second Regimental Band. Membership in these organizations is determined by audition, and assignments are made according to proficiency and instrumentation. These auditions are given in the Band Building each semester during registration week.

Credit in the Bands may be substituted for credit in required military courses. Members of the Concert Band in their third and succeeding years are eligible for scholarships amounting approximately to one-half the tuition fees for Illinois residents.

The Bands play numerous concerts on the campus, and the Concert Band also appears in many Illinois and other Midwestern cities. In addition, the Bands furnish music for commencement, convocations, athletic events, military ceremonies, and other occasions.

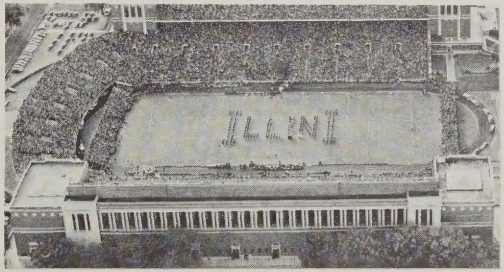
The University owns a large library of band music and was bequeathed the John Philip Sousa Memorial Library. These collections comprise one of the largest and finest libraries of band music in the world.

The Concert Band maintains a complete symphonic instrumentation for the study and performance of all types of band literature and is open to those who have attained a high level of musical and technical proficiency on their instruments. The First Regimental Baind maintains the instrumentation of the standard band and serves as a training organization for the Concert Band. The Second Regimental Band enrolls those who do not at first qualify for positions in the other bands, with eligibility for promotion as improvement is shown and vacancies occur. Membership in all bands, except the Football Band, is open to women students as well as men.

For the Bands brochure and any further specific information, write the Director of Bands, 140 Band Building, University of Illinois, Urbana, Illinois.

The University Concert Band, conducted by Mark H. Hindsley.

The Football Marching Band, conducted by Everett Kisinger.



design: R. Perlman

FOR FURTHER INFORMATION ABOUT MUSIC, WRITE TO THE

School of Music
University of Illinois
Urbana, Illinois

UNIVERSITY OF ILLINOIS-URBANA
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FOR FURTHER INFORMATION ABOUT THE COLLEGE, WRITE TO THE

College of Fine and Applied Arts
University of Illinois
Urbana, Illinois

FOR FURTHER INFORMATION ABOUT ADMISSION, SCHOLARSHIPS, AND FELLOWSHIPS, WRITE TO THE

Dean of Admissions and Records
University of Illinois
Urbana, Illinois

FOR INFORMATION ABOUT HOUSING, EITHER UNIVERSITY RESIDENCE HALLS OR ROOMS IN PRIVATE HOMES, WRITE TO THE

Director of the Housing Division
University of Illinois
Champaign, Illinois